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ABSTRACT

Thirty-eight projects designed to improve educational opportunities of rural Queensland children were initiated in 1977 and funded through the Disadvantaged Schools Program; the program was renamed the Country Area Program and made a permanent School Commission program in 1982. The program resulted from a 1977-79 Schools Commission report suggesting that students in country areas may be disadvantaged compared to urban dwellers with respect to variety of available experiences and opportunities. The $2.34 million a year program, with full-time staff of approximately 60, services 244 schools and 36,000 students, and includes such projects as: itinerant teacher service, mobile manual arts, mobile classrooms, special education, mobile field study, instrumental music programs, opportunities for exceptional children, cultural activities, mini-buses and subsidized coaches, audiovisual maintenance, summer schools, speech therapy services, hydroponics, video recording/library services, microcomputers, and science series. Thirteen of the original pilot projects have been completed, including television programs, remedial/resource services, specialist recreation support, career information, regional newspaper development, teacher aides, updating school libraries, regional home economics and music centres, resource kits, manual arts by correspondence, and vocational reference centers. Revised in July 1983, profiles for each project (including those completed) list title, location, contact address, budget, type of project, personnel, purpose, background, operations, evaluation, and comments. (NEC)

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QUEENSLAND PRIORITY
COUNTRY AREA PROGRAM

– EVALUATION SERIES

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P.C.A.P. PROJECT PROFILES AND GENERAL PROFILES

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The enclosed set of Project Profiles describe the full range of initiatives introduced by the Priority Country Area Program. A list of these Profiles is provided overleaf.

Also enclosed is a set of General Profiles. These profiles give an overview of the Program as a whole and an overview of the four Priority Country Areas in the South-West, Central, North-West and Northern parts of the State.

It is hoped that these profiles will supply useful information to people interested in the initiatives sponsored by PCAP. All comments and enquiries are welcome and you are invited to forward correspondence either to the State Co-ordinator at the address which appears below or to the contact officer shown on the particular profile.

QUEENSLAND PRIORITY COUNTRY AREA PROGRAM,
G.P.O. Box 1605,
BRISBANE, Q. 4001

RC014666

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In its 1977-79 report the Schools Commission suggested ' that students in country areas may be disadvantaged compared to urban dwellers because of additional factors in the variety of experiences and opportunities available to such students '. As a consequence of this concern for the problems of country children the Commission added a new element to the Disadvantaged Schools Program for 1977, sub-titled ' Disadvantaged Country Areas '. The funding thus made available was intended to finance the piloting of schemes designed to improve the opportunities of children in such areas. From the information collected about the schemes initiated in each State, it is hoped that strategies for improving the educational services available in all country areas will be devised. In 1982 the Schools Commission renamed the Disadvantaged Country Areas Program the Country Areas Program and made it a permanent Commission program.

In Queensland, the term Priority Country Area is used to describe those country areas identified on the basis of guidelines supplied by the Schools Commission and approved by the State Minister for Education. To date, four such areas have been declared – in the South-West, North-West, Central and Northern areas of the state as shown on the map provided overleaf.

In 1977, a committee representing State and non-State education interests was formed by the State Minister for Education to administer the Priority Country Area Program in Queensland. This program, which is currently funded to the extent of approximately $2.34 million a year by the Schools Commission, is presently responsible for approximately 40 major projects and employs approximately sixty full-time staff. In 1980 with the declaration of the North-West Priority Country Area, the PCAP committee structure was reorganised to provide for a smaller State Management Committee and larger Regional Committees with substantial community representation in each of the Priority Country Areas. The Priority Counrty Area Program covers approximately 90 per cent of the state by area, services 244 schools (17% of all schools in the state) and covers 36 000 students, approximately 8% of all students in the state. More details on the overall program are provided in the attached General Profiles.

August 83

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 1 — Revised – July 1983

Project Title:	Itinerant Teacher Service – Primary Component
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, Priority Country Area Program, PO Box 47, Charleville, Q 4470. Tel.: 074 541 827
Budget:	1982/83, $110 400
Type of Project:	A service to assist with education by correspondence.
Personnel:	Six registered teachers.

DESCRIPTION

Purpose:

- To assist home supervisors with the education of primary school children on correspondence education. It is intended to supplement the efforts of the Primary Correspondence School and the School of the Air.

Background:

- The service commenced in July 1977 with a team of two Charleville-based teachers, seconded from the Department of Education. Staffing was increased to six in June 1978, with three teams operating out of Charleville, Cunnamulla and St George. These staffing arrangements have since been maintained, although teachers are no longer necessarily seconded from the Department.
- Each team is supplied with either an air-conditioned station wagon or four wheel drive, fitted with a transceiver radio for emergencies, and a basic kit of educational materials.
- The cost of the present level of service is approximately $37 000 per team, per annum.
- Primary correspondence enrolments in the South-West Area (379 000 km^2) during 1977 and 1978 were 214 and 238 students respectively.
- Enrolments decreased to 161 during 1980, largely as a result of depopulation due to drought conditions. By 1983 numbers had increased again to approximately 210.

Operations:

- Principal components of the service have been home visits, activity days, mini-schools and excursions in all areas.
- Home visits provide opportunities for individual help with correspondence courses, and mini-schools bring students together for four or five days of group learning experience.
- The most significant aspect of the itinerant teachers' duties is the home visit. The average contact time is 27 hours per week with an average of 18 hours spent travelling.
- Written reports on students are supplied to the Primary Correspondence School, School of the Air, and, where appropriate, the Isolated Children's Special Education Unit.

Evaluation:

- A preliminary evaluation report was completed in February 1979 (PCAP Evaluation Series: Report Number 1) and some case studies of home visits and mini-schools have been undertaken. These form the basis of the following comments.

Comment:

- The staff of the Primary Correspondence School have expressed appreciation of the detailed written reports on students supplied after home visits and hope to develop an even closer liaison with the itinerant teachers.
- The itinerants rate their duties as demanding, but job satisfaction in general is high.
- The high rate of staff turnover in the first two years of operations appears to have attributable mainly to the temporary conditions of employment. Other contributing factors have been the remoteness of postings and the demanding nature of the duties. In recent years the rate of staff turnover has become relatively stable.
- Experience to date suggests that, on present staffing ratios, the maximum annual service per students would be two home visits (totalling 9 hours contact) and one mini-school (27 hours formal contact). Unpredictables such as staff resignations, bad weather and sickness could reduce this, for example, in 1978 bad weather, and possible inexperience, reduced the number of days on itinerary to 55 per cent of the total number worked.
- During home visits, itinerant teachers are able to provide useful though limited help with correspondence lessons to both home supervisors and pupils. There appears to be a good case for relating the frequency of visits to the perceived needs of correspondence families.
- The major constraints are related to distance, dirt roads, unpredictable weather, and the level of staff turnover. Field staff consider station wagons preferable to sedans for increased carrying capacity.
- With only minor exceptions, all reactions to the service so far encountered have been extremely favourable.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 2 — Revised – July 1983

Project Title:	Mobile Manual Arts Unit
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, Priority Country Area Program, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827
Budget:	1982/83, $51 800
Type of Project:	Developing mobile equipment and piloting a service for rural schools and correspondence students.
Personnel:	Three registered manual arts teachers on a rotational basis.

DESCRIPTION

Purpose:

- To provide manual arts instruction suitable for country children attending schools which lack appropriate manual arts facilities and also for those on correspondence education.

Background:

- Operating in the South-West Priority Country Area (379 000 km^2) the primary intention of the unit is to service schools attended by secondary school aged students where a full range of manual arts facilities is not available.
- A second priority is to provide an enrichment program for primary schools. Primary schools are serviced by the unit whenever circumstances permit. Primary correspondence and School of the Air pupils are also invited to join the unit when it is in their area.
- The unit consists of two fully equipped mobile workshops (one metalwork and one woodwork) which can be joined with a demountable annexe. Separate welding facilities are incorporated into one of the prime movers. The woodwork van incorporates emergency accommodation for unit staff.
- The initial capital cost of establishing the unit was in the region of $200 000.
- Although the project was approved during 1977, problems of design and construction delayed the first field trial of the unit until November 1978.

Operations:

- The unit was trialled at Tambo State School in November 1978 with a four week course offering daily lessons to all 52 students in Years 6 to 10. Course components included woodwork, metalwork, plastics and technical drawing.
- The facilities successfully accommodated the planned number of students, that is up to a total of 24, with eight in each workshop and a similar number for technical drawing in the annexe.
- Schools in PCAP areas have been issued with a range of manual arts booklets and audio-visual materials, specially prepared at the Secondary Correspondence School, so that students can receive some introductory lessons before the arrival of the unit.
- Where the demand is evident, adult evening classes are provided.

- Through co-operation with the Department of Education a pool of manual arts teachers is made available for the staffing of the unit.
- On a rotational basis, three teachers from this pool staff the unit, spending a maximum of seven weeks in the field at one time.
- During visits to schools, unit staff have also been able to assist with maintenance and repair of school equipment.
- During the first full year of operations (1980), the unit serviced some 750 pupils, 18 schools and over 100 adults.

Evaluation:

- Evaluation of the unit's operations commenced during the trial visit to Tambo and has continued through analysis of questionnaire feedback from schools. A final Evaluation Report is due to be printed in the coming year.

Comment:

- All feedback to date suggests that visits from the unit have been very well received by pupils, teachers and members of local communities.
- The supporting booklets and audio-visual materials produced at the Secondary Correspondence School were judged useful and effective by both school and unit staff.
- Modifications to normal school timetabling during visits enable pupils to receive daily sessions of instruction.
- Unit staff judge that annual visits to schools with secondary pupils would be adequate to meet their needs for basic manual arts instruction.
- Modifications have been made to overcome air-conditioning, towing and suspension problems encountered during early trials.
- Through its visible impact and practical value the unit has proved an impressive addition to the range of PCAP initiatives in the South-West, although some concern has been expressed about the level of operating costs.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 3 Revised – July 1983

PROJECT COMPLETED 1981

Project Title:	ROCTAPUS (Really Outstanding Colour Television About Practically Unlimited Subjects)
Location:	South-West, Central and North-West Priority Country Areas
Contact:	The Supervisor, Production Services, Department of Education, Nathan Avenue, Ashgrove, Q 4060. Tel.: 38 5922
Budget:	1979/80, $165 000
Type of Project:	Piloting a service to provide country schools with specially produced television programs.
Personnel:	Two registered teachers, one journalist, one cameraman, one editor, one sound recordist, one production assistant, one hostess/compere (part-time).

DESCRIPTION

Purpose:

- To provide schools in Priority Country Areas with specially produced video television programs containing segments of immediate interest to country children.
- To widen the horizons of children who through isolation are limited in the kind of contact available to children in larger centres.
- To design and produce programs of interest to a range of age levels in such a way that teachers can structure educational activities around particular segments.

Background:

- Roctapus programs are supplied to over 100 schools in the PCAP areas and have a potential audience of some 14 000 students.
- As part of the project all schools in the Priority Areas outside normal television transmission have been supplied with video-cassette recorders and monitors. A maintenance service, separately funded by PCAP, keeps such equipment and other AV equipment in schools in working order (see Project Profile Number 17).
- In addition to Roctapus, schools not previously receiving ABC educational programs are now receiving such programs through the State funded Remote Schools Video Program.
- Capital cost of establishing the project was approximately $290 000. This amount included an expenditure of $127 000 on production equipment and $163 000 on equipment for schools. The production equipment is also used to provide a range of other television programs for schools.
- Roctapus was first screened in schools in March 1978 and during that year 16 episodes were produced at the Education Department's Film Centre, Ashgrove.
- The budget figure shown above does not include teachers' salaries.

Operations:

- Individual programs, usually of about 30 minutes duration, are composed of a number of segments averaging some four to six minutes in length, linked by a compere.
- The program deals with the 'unwritten curriculum'; that area of student activity outside the normal range of school subjects. Ten content categories are used to maintain an appropriate balance of story segments.
- The program is aimed at the 10 to 16 years age group, ranging from middle primary to lower secondary years. Occasional 'specials' are provided for children outside this age range and a series entitled 'Here I Am' for lower primary children has been produced.
- Stories in Roctapus programs are based on ideas suggested by the schools and communities that form the Roctapus audience. Considerable emphasis is placed upon maintaining two-way communication between the Roctapus team and this audience.
- The program is distributed fortnightly on video cassettes which may be retained by schools until the end of the year, thus allowing maximum flexibility of use.
- Individual episodes from previous series may be borrowed from the Film Centre. A program cataloguing details of each story has been supplied to PCAP schools.
- For teachers the program offers enrichment-type resource material; for communities it is a source of information about people, places and events, not otherwise readily available.
- In November 1978 Roctapus received a Commendation at the annual Penguin Awards arranged by the Television Society of Australia.
- In an effort to contain costs, a revised style of program planning and production, with an appropriate reduction of staffing level, is to be trialled during 1981.

Evaluation:

- An ongoing evaluation study has been undertaken which forms the basis of the comments below. Preliminary findings were published in Report Number 3 of the PCAP Evaluation Series. A final Evaluation Report will be published in 1983.

Comment:

- The reaction of students to Roctapus seems to have been almost entirely favourable and the vast majority appears to find the program both interesting and enjoyable.
- The reaction of teachers has also been extremely positive, with very few exceptions, although more so in primary than secondary schools. The emphasis on subject-based curriculum in the latter schools may help explain this difference.
- Teachers judge the Roctapus programs as valuable for enriching the experience of isolated children and providing stimulus material for classroom instruction.
- Favourable comments have been received regarding the high quality of the tapes and their production. It is envisaged that teacher feedback concerning program content will contribute to the design of future programs.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 4

Revised – July 1983

Project Title:	Mobile Classroom
Location:	Central Priority Country Area
Contact:	Regional Co-ordinator, PCAP, PO Box 524, Rockhampton, Q 4700. Tel.: (079) 27 2889
Budget:	1982/83, $88 300
Type of Project:	Developing mobile equipment and piloting a service to assist with correspondence education.
Personnel:	Two registered teachers.

DESCRIPTION

Purpose:

- To provide children on correspondence education with experience of a normal classroom situation.
- To work in conjunction with the Primary Correspondence School.
- To assist in the identification of learning problems in children on correspondence education.

Background:

- The service commenced operations out of Clermont in July 1978 with a staff of two teachers and one unit support officer.
- On the basis of 1978 experience, the staffing was reduced by one teacher for 1979. Currently two teachers staff the classroom without the services of a support officer.
- The unit consists of a large truck, with custom-built body incorporating classroom and storage facilities, plus a residential caravan towed by a four-wheel drive vehicle. A generator is towed by the truck.
- The fully equipped built-in classroom facilities can comfortably accommodate 10 pupils, and a tent annexe with portable furniture is available for larger groups.
- The capital cost of approximately $50 000 was incurred to establish the unit.

Operations:

- Six sites (Nebo, Mantuan Downs, Dallareen, Alpha, Twin Hill, and Mount Douglas) have been identified as giving greatest accessability to the greatest number of pupils.
- The planned itinerary provides for two visists a year to each site thus allowing each student a maximum of 16 days contact time. In practice, unpredictables such as bad weather, staff sickness or mechanical failure may reduce these figures.
- A preparation week follows each itinerary on the circuit.
- Actual school time at each site is normally eight days, since a day at each end is needed for travelling and setting up or dismantling facilities.
- Whilst attending the school the pupils experience the social interaction of a classroom situation and both they and their supervisor receive help with correspondence lessons and associated curricula skills.

- Reports on all pupils attending are supplied to the Primary Correspondence School; Charleville and Cairns Schools of the Air; ICSEU; and the PCAP Speech Therapist. More serious learning difficulties are referred for expert attention as appropriate.

Evaluation:

- A detailed evaluation of the service has been completed – the PCAP Evaluation Series: Report Number 4. Published findings form the basis of the following comments.

Comment:

- The evaluation report by an external evaluator indicates that the service has been well-received by pupils, parents and communities.
- Current indications are that the service will benefit approximately 30 per cent of the total number of primary correspondence pupils in the Central Priority Country Area.
- In accordance with one of the staffing alternatives recommended in the report, the unit has been staffed by a married couple during 1980, and this arrangement has continued to the present.
- In accordance with other recommendations, the caravan towing mechanism has been modified, a more powerful generator is supplied and a transceiver is in operation.
- An ongoing challenge facing the unit is that of providing the most suitable balance of programmed activities for each group of children.
- Community support and involvement with the program has been high.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 5 Revised – July 1983

Project Title:	Isolated Children's Special Education Unit – PCAP funded component
Location:	Brisbane
Contact:	Supervisor, Isolated Children's Special Education Unit, Department of Education, PO Box 33, North Quay, Q 4000. Tel.: (07) 371 1771
Budget:	1982/83, $53 700
Type of Project:	Piloting the provision of special resource services for isolated children and remote schools.
Personnel:	2 graphic artists (one full-time, one part-time), 2 part-time graphic artists on contract, one part-time teacher aide, and one general assistant.

DESCRIPTION

Purpose:

- To develop special programs for slow learners in small schools or on correspondence education.
- To provide articulation programs for children with specific speech defects.
- To develop a retrieval system by which educational resources can be more easily utilised by teachers developing programs for slow learners.

Background:

- The unit was set up by the Division of Special Education in 1976. Since 1977, PCAP has assisted the unit by funding the employment of additional staff and by purchasing a range of resources.
- The four members of staff are employed on temporary conditions of service at the unit's office at Spring Hill.
- During 1979 a speech therapist and a speech therapy aide were also employed.

Operations:

- The four PCAP services presently offered through the unit are:
  (a) an alternative language arts program;
  (b) a tutor training service;
  (c) a program development service for teachers in small schools with slower learning children; and
  (d) an Instructional Materials Information System (IMIS).
- In addition, a speech therapy service was available to selected pupils in the South-West area in 1978 and 1979.
- The IMIS – is a computer-based educational information retrieval system designed to help teachers of children with educational handicaps. Anyone requiring information regarding materials, books or teaching techniques can write to the Librarian at the unit. This service is available to schools in the Central PCAP area through the Central PCAP Office.

- The alternative language arts program is designed for children who have to repeat Year 1 and for children who are recognised early in Year 1 as needing such a program. Further material is being developed for Years 2 and 3 as a remedial program.
- During 1978–1979, the PCAP speech therapist toured the country areas to supply a service to children with speech problems. Where appropriate, she provided individual programs for children with more serious difficulties and articulation programs for children in need of speech correction. Because of the number of referrals during 1978 her services had to be offered on a more selective basis during 1979.
- The service to the South-West was discontinued when the therapist resigned towards the end of 1979. Her work in the development of materials has been continued by the Departmental Therapists with whom she was collaborating. These materials have also proved of value to the PCAP therapist working in the Central Priority Country Area.
- A number of Tutor Training Kits are now available to parents and teachers of children in the Priority Country Areas who are having difficulty in learning reading, writing or spelling or in understanding mathematics.
- An extensive range of materials is being produced to help teachers in small schools in the priority country areas who have in their classes developmentally slower learning children.

Evaluation:

- Although no formal evaulation of these services has been completed, informal feedback has been received from project staff and administrators.

Comment:

- There is a growing demand for Tutor Training Kits and resource materials from individuals and institutions, both within and outside the Priority Country Areas. Preliminary feedback from the field trial suggests that Tutor Training Kit materials have been well received by teachers and home supervisors.
- The Instructional Materials Information System has been operational for three years, a thesaurus has been prepared and details have been circulated to schools. The service has already proved of value in locating information for PCAP staff and committees.
- Indications are that the service to small schools has been well received by teachers.
- The Speech Therapist screened over 200 pupils referred to her by teachers in the south-west, provided direct assistance in more than 100 cases and designed a range of useful articulation materials. Major constraints were related to distance, lack of face to face contact, breakdowns in communication, difficulty of maintaining motivation, and a staffing ratio of one therapist for some 5000 school age pupils. This Service was terminated in 1981.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 6 Revised – July 1983

Project Title:	Mobile Field Study Unit
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1982/83, $91 050
Type of Project:	Developing a mobile unit and piloting a service in environmental education for rural schools.
Personnel:	Two registered teachers and 1 unit support officer.

DESCRIPTION

Purpose:

- To assist teachers in primary and secondary schools to use their local areas as part of their programs in environmental education.
- To assist students to develop attitudes of positive concern for environmental quality, wise resource usage and an understanding of the natural, modified and built environments.

Background:

- Operating in the South-West Priority Country Area (379 000 km^2), the unit provides a service to 74 State and non-State schools, with a total enrolment exceeding 9000 students.
- The unit is equipped with two four-wheel drive vehicles, a caravan and a trailer. It also has a full range of camping and scientific equipment.
- The capital cost of approximately $35 000 was incurred to establish the unit.
- The unit commenced operations in the South-West Priority Country Area in September 1977, with four teachers and a unit support officer. The number of staff was reduced to three teachers and a unit support officer in 1979 and in 1982 the number of staff was reduced to the current level.
- The budget figure shown above includes the salaries of the two teachers employed on temporary conditions of service and the unit support officer.

Operations:

- During 1979, the unit organised 22 camps for over 1000 pupils and 56 teachers from 31 schools. In 1983 as the result of an expanded region, about 35 camps were held as well as numerous day trips. Each school can expect to participate in a camp about once every two years.
- The activities offered have ranged from ecological and astronomical studies to abseiling and orienteering.
- Visits are usually of two or three days duration, involving a combination of day trips and overnight camps. An additional day at each end of a visit is allowed for travel and setting-up and dismantling facilities.
- Pre-visits, during the preceding week, are usually made to each school by members of the team to finalise arrangements.
- Over the year, the unit averages three weeks in the field for each week at base.

- The unit has also assisted with music camps organised as part of the PCAP Instrumental Music Teaching Program (see Project Profile Number 8).
- To reduce travelling time, the unit was based for successive school terms in 1980 in Roma, St George and Charleville. This arrangement also applied in 1981. In 1982 and 1983 the unit was based for successive semesters in Roma.

Evaluation:

- The collection of information for an evaluation study commenced in 1980 and the following comments are based on field reports, administrators' comments, taped interviews with field staff, and an analysis of PCAP documentation. A final evaluation report was published in 1982.

Comments:

- Feedback suggests that, with few exceptions, the service offered by the unit has been well-received by pupils, teachers and the community.
- On the 1979 pattern of operations each school could have expected to participate for two or three days once every two years.
- To increase the unit's impact on the school curriculum, it may be advisable to increase the involvement of participating teachers in unit programs and for unit staff to provide follow-up visits to schools and seminars for teachers.
- Some form of public relations exercise may be desirable to increase parental and community awareness of the value of environmental education for country children.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 7 Revised – July 1983

PROJECT COMPLETED 1980

Project Title:	Itinerant Teacher Service – Secondary Component
Location:	Charleville, South-West Priority Country Area
Contact:	Regional Co-Ordinator, P O Box 47, Charleville, Q 4700. Tel.: Charleville 827
Budget:	1979/80, $8000
Type of Project:	Piloting a service to assist with education by correspondence.
Personnel:	One registered secondary teacher

DESCRIPTION

Purpose:

- To assist home supervisors with the education of children on Secondary Correspondence Education.
- To assist teachers in small schools which either retain a Year 8 class or have children on secondary correspondence attending them.

Background:

- The secondary component of the itinerant teacher service dates from August 1977.
- Apart from a short period at the beginning, the staff consisted of one secondary teacher, specialising in the maths/science area.
- The budget figure did not include the salary of the teacher.
- Operating out of Charleville, the teacher provided a service throughout the South-West Priority Country Area (320 000 km^2) to both adult and school age students enrolled with the Secondary Correspondence School.
- During 1978, enrolments for the first six months averaged 75 students, and for the second six months sixty.
- The secondary itinerant shared available PCAP transport with other Charleville-based staff.

Operations:

- Principal components of the service were home visits to help individual students and their supervisors and school visits to help students and non-specialist or inexperienced teachers.
- Each student was, on average, contacted six times during 1978, mainly through visits although the telephone was also used.
- Help rendered to students included assistance with enrolments, explanation of correspondence lessons, teaching of course content, provision of practical work and demonstrations, and providing a personal link between student and correspondence teacher.
- The help rendered to home supervisors and teachers was largely of an advisory and supportive nature.
- The itinerant teacher regularly visited the Secondary Correspondence School to provide oral reports on students and their home environment as well as critical feedback on correspondence materials.
- For a combination of reasons, including staffing problems and budget priorities, the service lapsed at the beginning of 1980.

Evaluation:

- A brief evaluation report was compiled in April 1979 and forms the main basis of the comments below.

Comment:

- Survey results suggested that most students found the service 'usually helpful' or 'very helpful' and would have liked more frequent visits. The preferred frequency was one visit every four weeks, instead of one every eight weeks as provided.
- Survey results also indicate that home supervisors welcomed visits from the itinerant teacher.
- Staff of the Secondary Correspondence School valued the service and an improved student retention rate had been noted.
- In an average week during 1978, the secondary itinerant travelled 850 km and was on duty at least 40 hours. Duties were seen as demanding, but job satisfaction appeared high.
- The level of availability of PCAP transport during 1978 and 1979 necessitated extensive use of the itinerant teacher's private vehicle.
- The major constraints were related to long distances, bad roads and unpredictable weather.
- Although all feedback suggested that the service was very well received, no strong pressures for its reinstatement have been apparent.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 8 **Revised – July 1983**

Project Title:	Instrumental Music Program Unit
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, PO Box 47, Charleville, Q 4700. Tel.: (074) 541 827, or Teacher-in-Charge, Regional Music Centre, 174 McDowall Street, Roma, Q 4455. Tel.: (074) 221 470.
Budget:	1982/83, $108 700
Type of Project:	A music teaching service for country schools.
Personnel:	Six teachers, one teacher aide (part-time), and one music co-ordinator.

DESCRIPTION

Purpose:

- To provide instrumental music instruction to children in the South-West Priority Country Area.

Background:

- Service commenced in September 1977, with one teacher operating out of Roma.
- During 1978 the teacher was assisted by two part-time instructors and further increases in 1979–80 produced the present staffing level.
- The budget figure includes the cost of music and musical instruments and the salaries of staff employed on temporary conditions of service. Until 1981 use was made of a light aircraft which was piloted by the original teacher.

Operations:

- Regular musical instruction is provided for students in the Roma, Injune, Surat, Mitchell, Charleville, Quilpie, Cunnamulla, Wyandra and Bymount East areas.
- Increased staffing has made it possible to improve on the original fortnightly circuit and each student now receives a weekly lesson.
- Over 200 students received instruction during 1978 and this figure increased to nearly 500 for 1980. In the years to 1983 numbers have remained stable at the 450 to 500 level.
- Eleven concert bands, two stage bands and two area bands have been formed as well as a number of ensembles.
- In addition to regular lessons, organised activities have included successful 'wool shed' music camps, tours by visiting bands and musicians, public concerts and performances at public functions.
- The completion of the Regional Music Centre at Roma during 1979, provided the unit with a suitable base.
- In December 1978 $13 000 was approved to remodel and furnish a building at St John's High School, Roma.
- This centre provid[illegible] storage space, library space and room for local and school band rehearsals.
- Office and work areas are provided at the Roma centre as well as at the PCAP office in Charleville.

Evaluation:

- A formal evaluation of the service was commenced in 1980. The following comments are based on PCAP documentation, informal feedback from schools and administrators, and the findings of the evaluation. The final evaluation report was published in 1982.

Comment:

- All feedback received to date suggests that reactions to the initiative by all concerned have been extremely positive.
- Visiting experts have commented favourably upon the standards achieved.
- Any attempts to satisfy reported levels of demand would require further expansion of the service.
- A high level of community involvement and participation in the program has contributed to its success.
- The establishment of a Music Centre has consolidated the regional effectiveness of the Instrumental Music Teaching Program.
- Through providing suitable storage, and rehearsal areas, and some tutorial space, the Centre has enhanced the potential of musical instruction in the South-West Priority Country Area.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 9 Revised – July 1983

PROJECT COMPLETED 1980

Project Title:	Remedial/Resource Service
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, Priority Country Area Program, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1979/80, $18 000
Type of Project:	Piloting a remedial/resource service for isolated children and remote schools.
Personnel:	Two registered remedial/resource teachers

DESCRIPTION

Purpose:

- To assist teachers/home supervisors in the detection and remediation of learning difficulties in primary school children.
- To liaise with the Isolated Children's Special Education Unit through referral of children to that unit, assisting in the implementation of programs developed, and reporting back to the unit on the programs implemented.

Background:

- The itinerant service commenced operations out of Charleville in September 1977, with a staff of two remedial/resource teachers.
- Operating primarily in the South-West Priority Country Area (320 000 km^2), the two teachers had a potential clientele of over 30 schools, with a total enrolment in excess of 3600 pupils. There were also more than 200 Primary Correspondence School pupils in the area.
- In April 1978 the team was supplied with its own transport in the form of a specially adapted van, equipped with a range of audio-visual and other resource materials.
- There was a capital cost of approximately $22 000 to establish the service.
- The budget figure shown above is exclusive of teachers' salaries.

Operations:

- In addition to diagnosing learning difficulties, the service was intended to provide suitable remedial programs and follow-up visits. It worked in close liaison with the Isolated Children's Special Education Unit in Brisbane.
- During third term 1977 the team visited 24 schools and tested 180 children, an experience suggesting a maximum of only two visits per school per annum if the service were extended to all schools in the area.
- To provide the continuity of monthly visits, the service was restricted to some 20 schools during 1978, with 11 schools receiving visits in the first part of the year and nine in the second.
- Staff change resulted in a revised approach for 1979, with one teacher operating out of St George and the other out of Charleville. The St George-based teacher had the use of the van and continued to offer, to schools in that area, the type of service provided during 1978. The Charleville-based teacher, because of the expertise gained from his experience in opportunity schools, worked in conjunction with the Isolated Children's Special Education Unit to provide special courses for slower learners in a selected group of schools.

- Primary Correspondence School children, identified as in need of remedial help, could sometimes be catered for at the school most convenient to their residence.
- The service was discontinued at the end of 1979, when the return of both teachers to school postings coincided with some increased provision by the Department of Education for remedial teaching in the South-West.

Evaluation:

- An evaluation of the service was completed during 1979 and the following comments are based largely upon the findings of that study.

Comment:

- At the level of staffing provided, an effective service could be offered on a selective basis only.
- Apart from some disappointment at the limitations imposed by the level of staffing, other feedback suggests that the service was always well-received.
- The service was positively evaluated by an external consultant whose report identified individual gains in student performance.
- Since the cessation of this service, PCAP has provided vehicles for the use of the Department of Education remedial services operating out of Longreach and Roma.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 10 Revised – July 1983

PROJECT COMPLETED 1980

Project Title:	Specialist Support Service – Recreation Component
Location:	Charleville, South-West Priority Country Area
Contact:	Regional Co-Ordinator, Priority Country Area Program, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1979/80, $19 000
Type of Project:	Piloting an itinerant service to make professional recreational expertise available in country areas.
Personnel:	One qualified recreation officer

DESCRIPTION

Purpose:

- To provide assistance to parents, schools and community groups in matters affecting the recreational needs of country children.
- To be responsible for the design and implementation of a range of pilot recreational activities in the South-West.

Background:

- The service commenced in December 1977, with the appointment of a Charleville-based Recreation Officer, engaged on temporary conditions of employment.
- The Recreation Officer shared transport, office and storage facilities with other Charleville-based field staff and was supplied with an extensive range of recreational equipment for use in the performance of her duties.
- Operating in the South-West Priority Country Area (320 000 km^2), she had a potential clientele of more than 5000 students in some 36 State and independent schools, over 200 correspondence students and a variety of youth and community groups.

Operations:

- During 1978, the Recreation Officer travelled extensively throughout the South-West, organising a wide range of physical education and art and craft activities for schools and community groups.
- Her itinerary was arranged to incorporate day time, evening and weekend activities to allow maximum participation by all sections of the community.
- In addition, she organised a number of vacation camps and assisted with mini-schools and activity days for correspondence students (see Project Profile Number 1).
- As well as providing activities in which young people could participate, the program also provided training in recreational organisation for teachers, leaders and parents.
- All main centres in the South-West Area received initial visits during 1978, but lack of time severely restricted follow-up support.
- The Recreation Officer restricted her coverage for 1979 – because of her 1978 experience – to four selected centres to allow the degree of follow-up support needed to maintain the initial enthusiasm of participants.
- Four resource kits, containing a range of equipment recommended by the Recreation Officer, were obtained and were based at strategic centres in the South-West for the use of school and community groups (see Project Profile Number 29).

- When the first Recreation Officer resigned, towards the end of 1979, budget priorities precluded the recruitment of a replacement and the service lapsed.

Evaluation:

- No formal evaluation of the recreation service was undertaken. The following comments are based on informal feedback, PCAP documentation, field reports and a taped interview with the Recreation Officer.

Comment:

- All indications are that the service was well-received, although initial enthusiasm sometimes waned owing to lack of follow-up support.
- At the level of staffing provided, an effective service could be offered to selected centres only. A second Recreation Officer would have facilitated an adequate service throughout the whole area.
- Major constraints appeared to be related to the level of staffing, the extent of the area and the availability of suitable transport.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 11 **Revised – July 1983**

Project Title:	Enrichment Program
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1982/83, $4000
Type of Project:	Activities to provide opportunities for children with special talents.
Personnel:	None directly employed. Activities are co-ordinated through the regional office.

DESCRIPTION

Purpose:

- To improve the opportunities available to children living in remote areas.

Background:

- Although the first activity for children took place during 1978, the project received additional emphasis during 1979, to coincide with the International Year of the Child.
- The activities have been aimed at secondary school students, particularly those in Years 8 and 9.
- The activities have involved a high level of input from institutions outside the PCAP areas.
- The budget figure shown above does not include the cost of using the PCAP subsidised coach and mini-buses (see Project Profiles Numbers 15 and 16) to transport students to the Tallebudgera Camp and to Brisbane State High School.

Operations:

- The approach has generally involved the partial or complete funding of activities organised at centres outside the PCAP areas. To date, the activities have taken the four principal forms described below.
- In December 1978, the first week-long Enrichment Course in Computer Mathematics took place at Brisbane State High School. It was attended by nine Year 10 students, of above average mathematical ability, from PCAP schools. The cost of transporting the students to and from Brisbane and certain incidental expenses were met from PCAP funds. Tuition and accommodation were generously contributed by the staff and students of Brisbane State High School. The course was repeated in December 1979, when 16 Year 10 and six Year 11 students were able to participate.
- During June 1979, two visits by groups of students from PCAP areas to the Tallebudgera School Camp were funded. The first camp catered for 82 students with special talents in arts and crafts or sport, and the second for 81 students with talents in creative writing, drama or dance. A third Tallebudgera camp was organised in June 1980 for 75 students talented in physical education and drama.
- In August 1979, PCAP funds were made available for Project MASRA (Motivation for Able Students from Rural Areas) organised by Dr R. F. Swindell at Mt Gravatt College of Advanced Education. Twenty-seven above average Year 10 students were brought to Brisbane for an intensive eight day program designed to increase their awareness of the full range of career opportunities available through higher education, particularly in science fields.

- Each year since 1980 Enrichment Camps have been held at the Darling Downs Institute of Technology in Toowoomba. On average 45 students attend the camp each year. The program normally has three strands – Core, Elective and Community/Recreational.

Evaluation:

- Although no comprehensive study of all the activities has been undertaken, several evaluation reports, incorporating feedback from participants, have been supplied by organisers.

Comment:

- The computer courses at Brisbane State High School have provided students with 'hands-on' experience and elementary programming skills. The courses have been judged successful by the organisers and worthwhile by students. Experience indicates that the course is well-suited to the above-average students for whom it is intended, but too demanding for the less able.
- MASRA was judged successful by the PCAP Secondary Itinerant Teacher who accompanied the students. The pace did, however, prove somewhat hectic for the younger students in the group.
- The camps for talented children at Tallebudgera have provided an enjoyable and stimulating educational experience for participating students.
- Reports from Enrichment Camps indicate that all participants benefit immensely from the program.
- As with many PCAP projects, the organisers would like to involve more students but funding prevents this.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 12 **Revised – July 1983**

Project Title:	Cultural Activities (1) Visits and Tours
Location:	All Priority Country Areas
Contact:	State Co-ordinator, PCAP, GPO Box 1605, Brisbane, Q 4001. Tel.: (07) 229 6433.
Budget:	1982/83, $7000. This sum is in addition to monies expended from Regional allocations.
Types of Project:	Funding tours and visits by educational, cultural or recreational groups from outside the areas.
Personnel:	None directly employed. Activities are organised by State and Regional Co-ordinators.

DESCRIPTION

Purpose:

- To involve country children in a range of cultural/education activities not normally available to them.
- To assist teachers in utilising a range of such activities in their teaching program.

Background:

- Each year since 1977, funds have been made available for a wide range of educational, cultural and recreational activities intended to enrich the experience of children in the Priority Country Areas.
- Because of the number and variety of separate activities funded under this heading, they have been sub-divided to facilitate description. Thus the present profile deals mainly with tours and visits by outside cultural groups, whereas Profile No. 13 deals with the cultural and recreational activities organised within the priority areas.

Operations:

- Each year, PCAP has funded tours by a number of drama groups to schools in all priority country areas. Touring groups have included the Queensland Theatre Company, Popular Theatre Troupe, Theatre in Education, Early Childhood Drama Group, and Argus (Rockhampton Grammar School Drama Group).
- During 1977 and 1978, a number of school bands and orchestras, from Brisbane and the coast, were encouraged to tour the Priority Areas with the help of PCAP funds. In addition to providing a musical experience for country schools, these tours were aslo intended to motivate those pupils receiving lessons through the Instrumental Music Teacher Service, described in Profile No. 8.
- During 1979, schemes were introduced whereby selected student teachers from the Capricornia and Darling Downs Institutes of Advanced Education were enabled to visit the homes of isolated children on correspondence education. The visits, usually of one weeks duration, were intended to provide an educationally enriching experience for both the student teachers and the families visited. PCAP assisted by meeting the travelling expenses involved. Visits by student teachers to isolated families are continuing.

- Other activities to receive funding in past years have included annual tours of the South-West by the Children's Activity Group and a number of cultural tours by aboriginal groups, such as the Aborigines Woomera Company.

Evaluation:

- No formal evaluation studies have been conducted, but considerable feedback has been received from touring groups, PCAP field staff and participating schools.

Comment:

- The tours by school bands and orchestras were of great value in stimulating interest in the early days of the Instrumental Music Teaching Service. Now that a number of bands have been established in the South-West, PCAP is no longer funding tours of this nature to that area.
- Feedback from both students and isolated families indicates that these visits have been judged extremely worthwhile by those most directly involved.
- Tours by the drama, dancing and activity groups continue to be very well received, with only minor expections. Appreciation of such visits is particularly marked in the smaller, more isolated schools.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 13 Revised – July 1983

Project Title:	Cultural Activities (2), Community Projects
Location:	South-West and Central Priority Country Areas
Contact:	State Co-ordinator GPO Box 1605 Brisbane, Q 4001 Tel: (07) 229 6433
Budget:	1982/83, $7600. This sum is in addition to monies expended from Regional allocation.
Type of Project:	Funding of cultural and recreation activities in country areas.
Personnel:	None directly employed

DESCRIPTION

Purpose:

- To involve country children in a range of cultural/education activities not normally available to them.
- Each year since 1977, funds have been made available for a wide range of cultural and recreational activities intended to enrich the experience of children in the Priority Country Areas.
- Because of the number and variety of separate activities funded under this heading, they have been subdivided to facilitate description. Thus, Profile No. 12 deals with tours and visits by outside cultural groups, whereas this Profile describes the cultural and recreational activities organised within the priority areas.
- Although no staff have been directly employed, administrative support has been provided by PCAP personnel and staff of the State and Catholic education systems.

Operations:

- The approach has generally involved the provision of funding or equipment for local groups attempting to provide cultural or recreational activities for children in the priority areas. Some of the principal projects are described below.
- The Balonne Ballet has been providing dancing lessons for children in the St. George area since 1977. During 1983, approximately 140 children received regular ballet lessons. PCAP has helped to make this possible through meeting the cost of fortnightly airfairs for a professional instructress from Brisbane. All other expenses are met by the Balonne Ballet Association.
- In 1983, PCAP also refunded travelling expenses for a ballet teacher to travel from Chinchilla to Miles where lessons are conducted.
- PCAP funding has enabled the Quilpie and District Advisory Council to provide a range of activities, including sports, stamp collecting, photography, home science, drama and choral singing, for children in the area. Organisation and instruction have been undertaken by volunteers from the Quilpie community.

- By providing the St. George Music Committee with a piano, PCAP has made it possible for more than 20 students, including a number of Aborigines, to receive regular music lessons. Instruction is provided at nominal rates by a suitably qualified local resident.
- At the Mitchell and District Youth Centre, boys now box and girls practise gymnastics using equipment supplied by PCAP. Teachers and other community volunteers provide supervision and instruction.
- Two PCAP supplied kilns have encouraged pottery classes in the Mitchell and Injune areas. Pottery classes are also available on a quarterly basis at Nebo, Coppabella, Valkyrie and Newlands.
- With the help of equipment supplied by PCAP, the Augathella Cultural Association has been able to increase the range of art and craft classes available to children in Augathella schools.
- PCAP has also funded a number of camps and other vacation activities for country children. Examples included the regular vacation schools in craft, drama, music, art, dancing and cooking at Roma and the Bunya Mountains camp, providing environmental and outdoor education for children in the south-west.
- There are three music programs in Central region at Springsure, Valkyrie and Jericho. The music programs at Springsure and Valkyrie are school based and service other schools at Rolleston, Orion and Nebo. The Jericho music program is community based and the formation of the Jericho Bush Band has enabled pupils to learn from older members of the community.

Evaluation:

- No formal evaluation has yet been undertaken, but considerable feedback has been received from local organisations and PCAP personnel.

Comment:

- All indications suggest that the initiatives described have been very well received in the country areas.
- PCAP funding has clearly assisted in extending the range and variety of cultural and recreational activities available to country children.
- Through the policy of providing assistance to local groups, community inputs and self-help have been encouraged.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 14

Revised – July 1983

PROJECT COMPLETED 1979

Project Title: Queensland Career Information Index

Location: Brisbane

Contact: Guidance and Special Education Unit
Department of Education, Queensland
Cnr Graham and Vulture Sts
South Brisbane Q 4101
Tel.: (07) 44 6851

Budget: 1978 – $2000

Type of Project: The systematic recording of available career information.

Personnel: A graduate assistant for one school term during 1978

DESCRIPTION

Purpose:

- To enable students, teachers and careers advisors particularly in isolated schools to locate career information.

Background:

- The Queensland Career Information Index (Q.C.I.I.) consists of six booklets: Framework, Resource Material,Catalogue, Audio Visual, Library Catalogue and Library Instruction.
- Q.C.I.I. was developed in order –
  1. To impose a structure on the large range of materials available concerning careers.
  2. To facilitate the storage and display of careers material in Reference Centres, Reading Rooms, Libraries, Guidance Centres and classrooms.
  3. To enable the location of titles of careers, alphabetically, by interest areas and at appropriate educational levels.
  4. To provide one consistent approach and system in all agencies and personnel concerned with vocational information throughout Queensland.
  5. To relate interstate and overseas material to material specific to the Queensland situation.

Operation:

- The contents for the Catalogue booklet were compiled by the employment of a graduate on contract rates at the Career Reference Centre for a period of one school term. During that time he recorded against each career title (previously coded and arranged by Industry Area and by Levels of Entry) all available information.
- This information was compiled in accordance with nine predetermined categories.
- Once compiled, this booklet and the other five booklets were printed by the Commonwealth Department of Employment and Youth Affairs.
- Seminars have been conducted for Guidance officers, Employment officers, Teacher librarians and Teachers in the setting up and usage of the Q.C.I.I. throughout Queensland.

- Over ninety per cent of all State and over sixty per cent of all non-State Secondary Schools have at least one Q.C.I.I. system set up in their school. More than one-half of the schools have more than one system set up.
- Personnel responsible for the production of careers information in Queensland have been pre-coding all prepared material for easy inclusion within the system.
- An update of the Q.C.I.I. booklets will be required in the immediate future.

Evaluation:
- No formal evaluation study has yet commenced, or is currently envisaged.

Comment:
- Informal feedback indicates that the total career information package, of which the catalogue is an integral component, is proving extremely useful in schools throughout the State.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 15 — Revised – July 1983

Project Title:	Provision of mini-buses
Location:	South-West, Central and North-West Priority Country Areas
Contact:	PCAP Regional Co-ordinators: • *South-West, PO Box 47, Charleville, Q 4470* • *Central, PO Box 524, Rockhampton, Q 4700* • *North-West, PO Box 492, Longreach, Q 4730*
Budget:	1982/83, $92 800
Personnel:	None directly employed

DESCRIPTION

Purpose:

- To assist schools, community groups and parents in providing country children with a range of educational/recreational/social activities dependent upon increased mobility.

Background:

- Two PCAP owned mini-buses are based in each Priority Country Area.
- The two mini-buses for the South-West were originally supplied in 1977, and the two for Central at the beginning of 1978. The first North-West bus began operation in 1982, and 1983 respectively.
- After modification to conform with State Transport Regulations, each mini-bus is capable of seating a driver and 20 adults; or a driver with two adults and 23 children.
- Any school or group in the Priority Country Areas is eligible to make use of the PCAP mini-buses with school needs taking priority.

Operations:

- The South-West mini-buses are based, depending on needs, in Charleville, St George, Roma and Cunnamulla. Schools and youth groups in other centres are also eligible to use the buses, with the user organisations being responsible for their collection and return.
- The Central Area mini-buses are nominally based at Alpha and Dingo, where controlling committees have been established and are assisted by sub-committees at Springsure, Nebo, St. Lawrence and Clermont. To equalise opportunities for use, the buses are located for specific periods at a number of different centres on a rotational basis.
- In order to facilitate use of the Central mini-buses, two camping trailers equipped with tents and cooking utensils for 24 people are provided. Trailers can be towed by car or used in conjunction with the mini-buses for school excursions and the like.
- The North-West Area mini-buses are based at Julia Creek and Longreach where use of the vehicles is controlled by a Bus Committee.
- User organisations are responsible for supplying a qualified driver and the necessary fuel for journey, whereas maintenance and other running expenses are met from PCAP funds. PCAP also meets the capital costs of replacing the vehicles every 60 000 kilometres.
- Records maintained by the bus committees suggest that overall use of the mini-buses is almost equally divided between educational excursions and sporting purposes. Primary schools account for approximately 80 per cent of the total use.

- Excursions using the mini-buses are normally restricted to travel within the Priority Country Areas.

Evaluation:

- No formal evaluation report has been prepared, but an informal study was completed in May 1980.
- The scheme appears to have successfully increased the mobility of a substantial proportion of schools in the priority areas and thus facilitated a range of social, cultural, curricular, and sporting activities not previously possible.
- The mini-buses have proved particularly popular with the smaller primary schools, to whose needs they appear well-suited.
- The existence of the buses, has also facilitated other activities through providing transport to School of the Air sports meetings; and to PCAP music camps, computer courses, field study camps, and summer schools.
- Demand for mini-buses continues to exceed supply in all areas. In the South-West Area, local advisory committees in Cunnamulla, Roma and, more recently, Thargomindah have campaigned for additional vehicles.
- In the Central Area, where no subsidised coach is available (see Project Profile 16), there is a growing demand for vehicles with increased seating capacity.
- The need for casual bus drivers to collect and return vehicles has, on occasion, caused minor problems in both areas, as has the lack of service and maintenance facilities in some of the smaller centres.
- The diesel powered vehicles are proving more economical than their petrol-driven predecessors.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 16 Revised – July 1983

Project Title:	Subsidised Coach
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1982/83, $36 000
Type of Project:	Provision of subsidised coach travel for country schools.
Personnel:	None directly employed.

DESCRIPTION

Purpose:

- To assist schools and parents in providing country children with a range of educational/recreational/social experiences dependent upon increased mobility.

Background:

- Through a contract with a local hire company an air-conditioned 49-seater coach was first made available to schools in the South-West Priority Area in September 1978.
- Under the original contract, the charge per kilometre was 80 cents, of which schools paid 20 cents and the balance of 60 cents was met by the PCAP subisdy.
- During 1979 the contract price was increased to $1.20 per kilometre of loaded running and is currently still at that level.
- Bookings and accounts were initially handled by the South-West Regional Education Office in Roma. Bookings are currently handled by the South-west PCAP Co-Ordinator.

Operations:

- Schools using the subsidised coach pay $280 for a distance equivalent to that from their school to Toowoomba and return. For additional kilometres the school pays the full rate of $1.20 per kilometre.
- Since many excursions are multi-purpose, no specific breakdown of emphasis is possible. Schools are generally agreed, however, that the proportion of use for curriculum/vocational purposes is approximately equal to the sporting/recreational use.
- Increasing awareness of the potential of this facility resulted in greatly increase use during 1979/80, and the total distance covered rose to 68 000 kilometres. During the 1982 school year the total distance covered dropped to approximately 34 000 kilometres and is expected to stay at that level for 1983.

Evaluation:

- No formal evaluation report has been published, but an informal study was completed in July 1979 and forms the basis of much of the information in this profile.

Comment:

- Because it can accommodate larger groups and is more suitable for longer journeys, the subsidised coach is seen as complementing the service provided by the mini-buses.
- All feedback suggests that this initiative has been very well received by schools and parents.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 17 **Revised – July 1983**

Project Title:	Technical Maintenance Officers
Location:	South-West and Central Priority Country Areas
Contact:	PCAP Regional Co-Ordinators – South-West: PO Box 47, Charleville, Q 4470 – Central: PO Box 524, Rockhampton, Q 4700.
Budget:	1982/83, $100 450
Type of Project:	Piloting a maintenance service for audio-visual equipment in country schools.
Personnel:	Two suitably qualified technical maintenance officers.

DESCRIPTION

Purpose:

- To overcome the difficulties faced by schools in the maintenance and repair of audio-visual equipment.

Background:

- The first two maintenance officers were appointed in May 1978 and underwent four weeks orientation training in Brisbane.
- Field operations commenced in June 1978, with one officer based in Charleville and one in Emerald. Following the resignation of the Central Area officer later in the year, his replacement was based in Rockhampton.
- Each officer is supplied with a station wagon, a range of specialist equipment and workshop facilities at base. In 1981 an extensive workshop was established at Rockhampton enabling most major repairs to be carried out there.
- The full cost of providing the service is met from PCAP funds, although schools may have to pay for more expensive spare parts for equipment not originally supplied by PCAP.

Operations:

- Through a planned itinerary of visits, these officers are able to offer country schools a comprehensive maintenance service covering most items of audio-visual equipment.
- This obviates the problem of transporting delicate electronic equipment to distant service centres and thus reduces 'out of action' time.
- During visits, the technical expertise of these officers is available to school staff for advice on the selection, use and treatment of equipment.
- Through keeping video equipment in working order, the service enabled schools to make maximum use of the Roctapus television series (see Project Profile Number 3).
- Between them these officers service some 140 schools.
- The 140 schools are dispersed over a total area exceeding 544 000 km^2 and, on average, each school can expect to receive three or four visits each year.

Evaluation:

- The information in this profile is based upon progress reports supplied by the Technical Maintenance Officers, discussions with those officers and other PCAP field staff, and feedback from schools and local advisory committees. A formal evaluation of the service has been completed and is expected to be published late in 1983 or early 1984.

Comment:

- All feedback suggests that the service has been very well received by schools and has had a positive impact on the maintenance of audio-visual equipment.
- Many schools have expressed the opinion that, for them, this has been one of the most useful PCAP initiatives.
- The present level of service appears to be generally adequate to meet the needs of the areas.
- The importance of suitably qualified and resourceful officers has been demonstrated.
- As equipment gets older more sophisticated breakdowns are occurring and time spent on workshop repairs is increasing.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 18 **Revised – July 1983**

Project Title:	Itinerant Secondary Remedial Resource Teacher Service
Location:	Central Priority Country Area
Contact:	Regional Co-ordinator, PCAP PO Box 524 Rockhampton, Q 4700 Tel: (079) 272 889
Budget:	1982/83, $60 000
Type of Project:	Piloting a resource teacher service for country schools with secondary departments.
Personnel:	One registered, secondary teacher

DESCRIPTION

Purpose:

- To provide an itinerant remedial/resource service to assist students and teachers in secondary departments of schools in the Central Priority Country Area.

Background:

- This Service was commenced at the beginning of the 1979 school year, by a teacher released from the staff of the Mobile Classroom. (See Project Profile No. 4.)
- The teacher concerned was a trained secondary teacher, with a degree in Arts and several years teaching experience. She had successfully completed the first semester of the Secondary Resource Teacher Course offered by Kelvin Grove College of Advanced Education.
- The teacher operated out of Clermont and, initially, supplied her own vehicle at the usual rates of reimbursement. Later a vehicle was supplied by PCAP.

Operations:

- The itinerant resource teacher provided a service to the secondary departments of four schools located in Alpha, Clermont, Dysart and Springsure, working primarily with Year 8 students and with Years 9 and 10 students when circumstances permitted.
- The teacher commenced field operations in February 1979 by spending a week in each school to identify students 'at risk' and to hold discussions with staff. This operation was carried out in close liaison with the Regional Guidance Office. As a result, she identified some 46 students (13 per cent of the total secondary enrolment) in need of assistance.
- Having identified needs, the teacher then worked on a four-week cycle, spending one week in each school, on a rotational basis.
- She has also organised in-service seminars for teachers and made periodical visits to the Regional Guidance Office in Rockhampton.
- Although her itinerary was designed to minimise time spent in travel, the itinerant teacher nevertheless covered, on average, more then 1200 km in each four-week cycle.
- PCAP financial support for the purchase of resource materials has been supplemented by parents and citizens associations.

- The Service was temporarily discontinued in October 1979, when the first itinerant accepted a position with the State Department of Education, and recommenced in September 1980. The service was again discontinued in February 1983 when the itinerant resigned. It is hoped that the service will be re-introduced.

Evaluation:

- A formal study of this service was undertaken during 1979 and appears as Report No. 5 in the PCAP Evaluation Series. The information and comment in this profile are based largely on that report.

Comment:

- The Service has been well received by students, teachers and parents and positively evaluated by principals and the External Evaluation Consultant.
- The limited amount of re-testing possible in the short period of operations indicated positive student gains in Reading Age.
- A Program of four five-week cycles per semester would give each school one visit of two weeks duration, on a rotational basis, thus increasing impact.
- Because of the special attributes and qualities needed by the itinerant resource teacher, problems of continuity can be anticipated if frequent replacement is necessary.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 19 Revised – July 1983

PROJECT COMPLETED 1981

Project Title:	*The Souwester* – Regional Newspaper
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1979/80, $13 500
Type of Project:	Piloting the publication and distribution of a regional, educational newspaper.
Personnel:	None directly employed – see below

DESCRIPTION

Purpose:

- To stimulate public interest in education in the South-West Region through improved communication.

Background:

- In 1979, following a submission from the South-West Regional Director, PCAP funded the establishment and running costs of a monthly regional newspaper.
- Voluntary collection and distribution agents were established in schools in the PCAP and fringe areas.
- The budget of $13 500 for 1979/80 included publishing and circulation costs, and editing fees, with a 10 percent increase envisaged for 1980/81.
- In 1979, 8000 copies of *The Souwester* were distributed, free of charge to schools in the South-West Region.

Operations:

- The major functions of *The Souwester* were to:
  (a) involve the community in education by improving communications;
  (b) publicise educational initiatives in the region;
  (c) provide a forum for discussion concerning educational issues; and
  (d) notify the community of important dates and events in the education calendar.
- An Editorial Board, consisting of the Regional Director and local school staff met in Roma, twice a month, to write, review and edit material for each edition.
- The content and layout was finalised by an Editor-in-Chief in Toowoomba before printing.
- The paper aimed to provide eight printed pages of articles and photographs of a high standard and drew on mainly regional educational news, features and regular columns for content. Community contributions, especially those emphasising positive aspects of education, were enccuraged.
- The general pattern of distribution has been through schools in major regional centres and through Regional Office mailing services in the case of more isolated schools. This assistance from schools has helped contain circulation costs.

Evaluation:

- No formal evaluation study of *The Souwester* has been conducted and the comments below are based on informal feedback and public response to 'Popularity Polls' run in the February 1979 and July 1980 editions of the paper.

Comments:

- The regional newspaper has been well received throughout the South-West region and has proved of interest to PCAP staff, teachers in State and non-State schools, parents and the general public.
- It has reflected an innovative approach to communication between the Regional Office, PCAP, schools and the communities they serve.
- It has regularly and successfully publicised PCAP initiatives in the South-West region, although there are some indications that not all readers have realised that the newspaper itself was PCAP sponsored.
- Audience feedback through opinion polls rated the paper as informative and interesting and many respondents offered suggestions for improving the service.
- Despite unreserved appreciation of the quality and efficacy of the newspaper it has been accorded secondary priority by the Regional Committee in its funding for 1981 so publication of *The Souwester* has been discontinued.
- Local Advisory Committees have suggested that the proven need for this type of communication structure might be met through established local radio and newspaper services.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 20 Revised – July 1983

PROJECT COMPLETED 1981

Project Title:	Cunnamulla Teacher Aides
Location:	South-West Priority Country Area – Cunnamulla
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	$12 500, 1979/80
Type of Project:	Provision of teacher aides for a remedial centre.
Personnel:	Two full-time teacher aides

DESCRIPTION

Purpose:

- To promote the effectiveness of the remedial programs of two Cunnamulla primary schools.

Background:

- In October 1977, PCAP funding was approved for employment of two teacher aides to work in the remedial programs of the Cunnamulla State School and the Sacred Heart Convent, Cunnamulla.
- The budget refers to the salaries of two regular teacher aides employed for 30 hours per school week.
- The appointment of an Aboriginal as one of the aides was significant in view of the high proportion of Aboriginal children (60 percent) involved in the program.

Operations:

- Both aides work as assistants to teachers conducting remedial education programs.
- Office duties include handling correspondence and maintaining class rolls and records.
- The aides prepare teaching and testing materials and organise equipment.
- They also assist the teachers during their remedial sessions with pupils.
- Some division of duties relates to the particular aptitudes of the aides.

Evaluation:

- No formal evaluation study of the teacher aides has been conducted. Comments below refer to feedback from the Local Advisory Committee and school staff through their annual evaluative reports and submissions for funding.

Comments:

- These comprehensive Local Advisory Committee reports define the role of the aides and evaluate their effectiveness in the remedial program of the schools. Reports on file reveal extremely positive feedback on this service.
- The staff has indicated its appreciation of the degree of involvement shown by the aides in maintaining program effectiveness and continuity.
- The provision of aides has permitted expansion of the remedial program to cater for more children by increasing staff-pupil ratios.
- Teacher-child contact has been increased as a result of the aides' assistance with preparation and office duties.

- Valuable insight into pupils' home backgrounds has been gained through teacher aide contact with the children's families.
- In view of the ongoing and specifically remedial nature of this provision, efforts are being made to seek alternative support from the Special Programs Schools fund during 1981.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 21

Revised July 1983

Project Title:	Summer Schools
Location:	Central Priority Country Area
Contact:	Regional Co-ordinator, PCAP, PO Box 524, Rockhampton, Q 4700. Tel.: (079) 272 889
Budget:	1982/83, $15 550
Type of Project:	Piloting a series of residential summer schools for correspondence pupils and those attending small, remote schools in the Central PCAP area.
Personnel:	Temporary deployment of PCAP and Education Department staff (see below)

DESCRIPTION

Purpose:

- To enrich the education of primary correspondence pupils and pupils from remote schools through a shared learning experience.
- To provide these pupils with opportunities for group learning, socialisation and recreation activities.
- To facilitate the diagnosis of learning problems and the provision of appropriate assistance to overcome such problems.
- To provide exposure to a boarding school type of life.

Background:

- The Summer Schools were designed to cater for pupils from remote State and non-State schools, and for correspondence students with varied backgrounds.
- One aspect is for the Schools to provide a unifying experience for correspondence pupils, some of whom attend the PCAP Mobile Classroom (see Project Profile Number 4), some of whom are enrolled with the School of the Air (SOTA – Charleville or Cairns) and some of whom are involved with both or neither of these supplementary services.
- The Summer Schools were originally proposed to develop the concept of Distance Education to include group experiences for isolated children.
- The first school, conducted at the Rockhampton Boys Grammar School in 1977, was designed to familiarise children with a boarding school environment and to involve them in new and varied educational activities.
- This venue was used for subsequent schools in 1978 and 1979, run concurrently with schools at Blackthorn College, Charters Towers. Since 1980, the Summer Schools have continued to be held at the Rockhampton Grammar School.

Operations:

- The principal components of the Summer Schools are:
  (a) the structuring of formal and informal learning situations directed at group involvement in multi-level classes;
  (b) the provision of socialising experiences through collective activities;
  (c) the diagnosis and assessment of pupil learning difficulties by remedial personnel from the Isolated Children's Special Education Unit (ICSEU);
  (d) community involvement through guest speakers, excursions etc; and
  (e) specialist instruction in areas such as drama, music and swimming by resource personnel.
  Preliminary organisation is undertaken by the Regional Co-ordinator and staff planning sessions are conducted on the first day of the 10-day school.
- On subsequent days, a six hour program of formal teacher/child contact is developed around regular curriculum studies in a 'classroom' setting, with emphasis given to creative and expressive activities. Afternoons and evenings are devoted to recreation and cultural enrichment.
- Normal school facilities are available at each venue in addition to residential accommodation and full catering and laundry services. PCAP Resource Kit equipment (see Project Profile Number 29) has proved of value in recreational activities.
- The schools are organised and staffed primarily by PCAP personnel with assistance from locally based teachers, the Primary Correspondence School (PCS), the Schools of the Air and ICSEU. Resident supervisors are assisted by parents who are fully involved in programmed activities and contact sessions with staff and other parents in organised Home Supervisor seminars.
- Performance records are maintained and reports are sent to parents and teachers of pupils, school principals, relevant guidance officers and ICSEU.
- The enrolment for the 1983 Summer School was 120 students including 20 students attending an intensive speech therapy program. This section was conducted by the PCAP Speech Therapist assisted by four students from the Speech and Hearing Unit at the University of Queensland.
- A Talented Students Camp catering for 20 secondary pupils of above average ability was conducted in conjunction with the 1979 Rockhampton Summer School. This segment of the Summer School was continued in 1980 with 16 students and was then discontinued.

Evaluation:

- No formal evaluation report has been compiled on the Summer School initiative and comments below relate to informal feedback from participants and from principals' reports.

Comments:

- Correspondence on file suggests unqualified support for Summer Schools from participating families.
- Informal surveys have been conducted involving the staff attending each of the Summer Schools. Responses to these have assessed the schools as valuable for teaching, remediation and for group socialising experiences.
- Teachers have had direct influence on improved effectiveness of Summer School programs through the implementation of ideas arising from this feedback and from communications with parents and pupils.
- The schools have successfully catered for a balanced representation from the intended target population.
- Since 1980, the Primary Correspondence School has assumed responsibility for the Charters Towers Summer School, successfully trialled by PCAP during 1978 and 1979. This will facilitate attendance by pupils from outside the PCAP areas.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 22

PROJECT COMPLETED 1981

Revised July 1983

Project Title:	Updating School Libraries
Location:	South-West and Central Priority Country Areas
Contact:	The Supervisor, Library and Resource Services, Red Comb House, 190 Roma Street, Brisbane, Q 4000. Tel.: (07) 224 0616
Budget:	$123 000 – Total
Type of Project:	Provision of funds for the upgrading of school libraries.
Personnel:	None directly employed – see below

DESCRIPTION

Purpose:

- To upgrade the library collections of schools in the PCAP areas to an interim standard bookstock appropriate to school enrolment.

Background:

- An Education Department initiative, introduced in 1977 by the Division of Planning and Services, was specifically designed to increase bookstocks in school libraries known, from the 1977 Survey of Library Resources, to require upgrading in that respect.
- A *'current interim standard'*, based on the logarithmic curve

  $y = 35 - 10.\log x$

  where y = books per child and x = enrolment, was proposed as the minimum standard for all school library bookstocks.
- PCAP made library upgrading funds available to schools in the South-West (1977) and Central (1978) Priority Country Areas, whose library collections fell short of this interim standard.
- These funds were administered in conjunction with the existing Grants In Aid of School Libraries and were intended to accelerate the upgrading of bookstocks in remote schools.
- School libraries in both areas have been brought up to the current minimum interim standard.
- Of the budget figure quoted, $39 000 has been spent upgrading 13 school libraries in the Central area and $84 000 in 30 schools in the South West region. The total represents moneys allocated in grants only, as the initiative was implemented by staff already employed in Library and Resource Services of the Department of Education.

Operations:

- State and non-State primary and secondary schools in the PCAP regions, whose library stocks were revealed in the 1974 census (South-West region) and the 1977 census (Central region) to have fallen below the interim minimum standard, were advised of PCAP grants available for their use.
- Administration of the funds was similar to that of Developmental Grants where moneys were credited directly to the Library Account of the school.

- Schools were advised to consult Regional Library Advisors and lists of books and periodicals recommended for student use, before submitting titles to Library and Resource Services for approval and payment of claims.
- Funds were also made available to Charleville School of the Air and the PCAP Mobile Field Study Unit (see Project Profile Number 6), based in the South-West area.

Evaluation:

- No formal evaluation of the initiative has been conducted and comments below refer to feedback from the participating schools and Library and Resource Services personnel.

Comments:

- The response of schools to the provision of library upgrading funds has resulted in almost all school libraries in the South-West and Central PCAP regions being brought up to the minimum interim standard for enrolment.
- Schools have expressed appreciation of the funding but some need was felt for processing, audio-visual and furniture allowances, and more planning time to adequately cope with new stocks.
- In view of the specific needs of children attending remote schools, there may be a case for upgrading these school libraries to a standard higher than the minimum standard to compensate for factors such as isolation and the impracticality of resource sharing with other schools and community libraries.
- With respect to the limited time available to schools to use the grants, the services of experienced Library Advisors greatly facilitated profitable spending of funds.
- The Education Department's Library and Resource Services supplied extra staffing to meet the increased cataloguing requirements of one secondary school receiving bulk purchases of books.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 23 Revised – July 1983

PROJECT COMPLETED 1981

Project Title: Regional Home Centre, Roma

Location: South-West Priority Country Area

Contact: Regional Co-Ordinator, South-West PCAP,
PO Box 47, Charleville, Q 4470.
Tel.: (074) 541 827

Budget: $52 000 – Total

Type of Project: Provision of home economics facilities for school and community use, and of a venue for general use by local organisations.

Personnel: None directly employed – see below

DESCRIPTION

Purpose:

- To provide facilities for Roma students and community groups to develop a range of home care and maintenance skills (home enrichment) and crafts.
- To provide a base for students undertaking correspondence courses in home economics.

Background:

- In December 1978 PCAP allocated funds for the remodelling of an existing school building at St Johns High School to accommodate expansion of the school home economics program and the implementation of a community home enrichment scheme.
- By establishing the Home Centre, in consultation with experienced home economics personnel, a program of home enrichment, leisure and hobby experiences was developed for children and adults.
- The Centre was designed for day, evening, weekend and vacation use catering for home economics students, local groups and parents.
- Of the total expenditure ($52 000), $27 000 was spent in renovations as the first phase of the initiative, with $25 000 allocated for furnishings and equipment in the second phase.
- The Centre was officially opened in July 1979.
- Residential accommodation for weekend and vacation workshops can be provided in the building itself or in an adjacent student hostel, at the convent school.

Operations:

- The Home Centre consists of a modern kitchen, sewing room, fitting room, laundry, bedroom, living areas, a spinning and weaving room with a pottery area under the building.
- It is geared to act as a base for students enrolled in correspondence home economics courses, and presently provides facilities for local students to extend their range of home care skills.
- Homecraft and art/craft sessions are conducted at primary and secondary level.
- Parent meetings and community social functions are regularly staged at the Centre.
- The building is situated adjacent to the Regional Music Centre (see Project Profile Number 24).

Evaluation:

- The comments below are based on informal feedback through the Principal's Report on the functions of the Home Centre and through discussions with PCAP and regional staff.

Comments:

- The Centre is used primarily for secondary home economics students and upper primary pupils from St John's School.
- The area has proved useful for school recreational activities and a variety of community meetings and functions.
- With the above functions successfully realised, further efforts may be indicated to maximise the potential use of the Centre by local schools and community groups, and by correspondence home economics students, perhaps through the appointment of a suitable liaison person.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 24 **Revised – July 1983**

Project Title:	Speech Therapy Service
Location:	Central Priority Country Area
Contact:	Regional Co-ordinator, PCAP, PO Box 524, Rockhampton, Q 4700. Tel: (079) 272889
Budget:	1982/83, $52 950
Type of Project:	Piloting an itinerant speech therapy service for correspondence and remote school pupils.
Personnel:	One qualified speech therapist, one part-time teacher aide

DESCRIPTION

Purpose:

- To assist teachers and home supervisors in the detection and remediation of speech disorders in primary age pupils.
- To develop parent and teacher involvement and to stimulate community involvement and support.

Background:

- The service commenced in May 1980 with the appointment of a speech therapist and the establishment of a base at Emerald State School. In 1983, the base was changed to the Special Education Unit of Emerald North Primary School.
- The initiative was foreshadowed by earlier proposals from PCAP and Special Education Unit personnel for a regionally based speech therapy program.
- The therapist works under the direction of the Central Committee and liaises with the Guidance and Special Education Unit, School Health Services, the Isolated Children's Special Education Unit, (ICSEU) and the Speech and Hearing Unit of the University of Queensland.
- An air-conditioned station wagon with 'Country Pack' has been supplied for the service, in line with standard PCAP policy.
- The clinic at Emerald is fully equipped with the necessary resources.

Operations:

- Pupil assessment and parent interviews are conducted at primary State and non-State Schools.
- The therapist currently provides a service to 14 small schools and makes home visits to isolated primary correspondence pupils when necessary.
- Service delivery is via a four weekly circuit.
- Assistance has ranged from assessment and referral to practical therapy for articulation and syntactic disorders.
- Materials specifically designed for this type of remediation were developed by speech therapy personnel under a previous PCAP scheme (See Project Profile Number 5) and are now utilised in the Central Region service. Further developments have also been made by the Speech Therapist staffing the Unit.

- Since 1982, a Speech Therapy Country Clinic Model has been developed and is to be perfected by 1984. This model caters for such factors as distance; frequency of visits; severity of problems; support for community people; and involvement of teacher training and awareness.
- In 1983, a Speech Therapy Intensive Training camp was run in conjunction with the Central PCAP Summer School. (See Project Profile Number 2.) The success of this camp has ensured that the concept will continue in future camps.
- Also in 1983, the Speech Pathology program provided field type experience for University of Queensland speech and hearing students.
- 1984 will see the development of the use of community contact people to support the home programs in each town.
- The major thrust of the service is the regular contact it provides with children under remediation. Since the number of children diagnosed as needing speech therapy vastly exceeds the ideal case load of 35 pupils, a correspondence component of the service is involved, and group therapy sessions are conducted.
- Voluntary community members have undertaken to follow through programs developed by the Speech Therapist for individual students. In the case of school students, many classroom teachers provide support on a day to day basis.

Evaluation:

- The following comments are based on reports to the Central Committee from PCAP personnel and informal feedback from school staff. To date no formal evaluation of the service has been undertaken.

Comments:

- During its first six months of operation, the service was positively evaluated by the Regional Co-ordinator and teachers and parents of children benefiting from the program.
- Reports tabled at Regional Committee meetings have outlined the extensive need for such a service in the area (291 candidates referred to ICSEU in 1979).
- Because of the perceived levels of need, alternative strategies have been developed to maintain an effective level of contact between the therapist and participating families.
- Relevant literature searches, undertaken by the PCAP Librarian (see Project Profile Number 5), concerning the possibility of using telephone communication for instruction and motivation have revealed the potential value of this kind of contact.
- Some telephone work has been undertaken and this would be an ideal area for telephone communication trials.
- Personnel involved are attempting to develop the itinerant service in the light of experience gained from a previous PCAP Speech Therapy Service, operating from ICSEU. (See Project Profile Number 5.)

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 25 **Revised – July 1983**

Project:	Outback Mobile Teaching Service (OMTS)
Location:	North-West Priority Country Area
Contact:	Regional Co-ordinator, North-West PCAP, PO Box 492, Longreach, Q 4730. Tel.: (074) 58 1830
Budget:	1982/83, $207 700
Type of Project:	Developing a service to assist with education by correspondence and in remote schools.
Personnel:	Eight registered primary teachers and one part-time administrative aide.

DESCRIPTION

Purpose:

- To assist home supervisors with the education of primary correspondence pupils, in conjunction with the School of the Air (SOTA) and the Primary Correspondence School (PCS).
- To provide professional contact, advisory and resource services to teachers in remote schools.

Background:

- Following the declaration of the North-West Priority Country Area, an itinerant teacher service was introduced to the region in April 1980.
- A regional co-ordinator was appointed to implement the project and to direct the activities of the teams.
- Initially one team, consisting of a co-ordinator and fellow itinerant teacher, was based at Longreach and a second, two-member team worked from Mt Isa. Currently two teams each of two teachers work from Mt Isa and one team from both Richmond and Longreach.
- All teams organise home visits and activity days for correspondence pupils and maintain professional contact with teachers in remote schools.
- The role of the OMTS teams is also designed to trial an integrated approach to distance education involving close co-operation with the SOTA and the potential use of air travel in appropriate circumstances.
- Provision has been made for the hiring of light aircraft for strategic/emergency visits by the service.
- A part-time administrative aide is employed at the Mt Isa District PCAP office.
- Each team is now supplied with an air-conditioned four-wheel drive vehicle, fitted with a radio transceiver for emergency use and for communication in isolated areas where there are no telephones.
- The teams have developed a basic stock of educational and media materials for use during itineraries and as resources for other teachers.
- The budget figure covers all aspects of the itinerant teacher service including replacement costs for vehicles.

- The eight itinerants in the North-West area (659,070 km^2) service approximately 150 primary correspondence families.
- The smaller and more remote primary schools in the region are included in school visits. Mt Isa itself is not included in the Priority Country Area.

Operations:

- Principal components of the service are home visits, activity days, mini schools and liaison with Schools Of The Air.
- The teams have devised, in consulation with PCS and SOTA teachers, a standardised report form to maximise the diagnostic value of pupil/teacher contact. Comprehensive records are kept as part of an ongoing evaluation of the service. Children experiencing difficulties are referred to the Special Education Units in Longreach and Mt Isa and help is also available from the Isolated Children's Special Education Unit (ICSEU). (See Project Profile Number 56.)
- The itinerant teachers offer advisory, resource and support services to teachers in small schools and help organise sports and activity days for the combined benefit of school and correspondence pupils.
- Although the methods of operation differ somewhat between teams, each team would spend approximately two-thirds of their time on home visits and one third either at base or conducting minischools.
- The teams make ROCTAPUS and other video programs (See Project Profile Number 3) available to correspondence families through home visit and activity day showings.
- The Mt Isa team has worked closely with the SOTA, training as relief teachers and participating in home supervisor seminars, and sports/activity days.
- Valuable ideas exchange takes place between the staff of the OMTS and the Itinerant Teaching Services operating in the South-West Priority Country Area (See Project Profile Number 1) as well as with itinerant teachers employed by the Department of Education.

Evaluation:

- No formal evaluation of the service has been conducted and comments below refer to informal feedback from the Regional Co-ordinator, Regional Committee reports and families involved in the scheme.

Comments:

- Activity days and minischools are enthusiastically supported by children and parents.
- Reactions to the OMTS have been extremely favourable and it appears to be fulfilling its major objectives of assisting correspondence pupils, home supervisors and teachers in remote schools.
- Basing the teams at local schools in a number of centres has resulted in beneficial contact with teaching staff and ready access to the students and schools being serviced.
- OMTS staff rate their duties as both demanding and exhausting, but job satisfaction in general, is high.
- The flexibility possible by using time during 'at base' weeks for additional home visits where needed have proved advantageous.
- Experience suggests that the use of light aircraft may be both economical and effective in reaching certain of the more isolated families.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 26 **Revised – July 1983**

Project Title:	Hydroponics
Location:	Central Priority Country Area
Contact:	Central Regional Co-ordinator, PCAP, PO Box 524, Rockhampton, Q 4700 Tel: (079) 27 2889
Budget:	1982/83, this project was self-funded through sale of crops.
Type of Project:	Funding a trial school-based hydroponics project.
Personnel:	None directly involved

DESCRIPTION

Purpose:

- To investigate the potential of school-based hydroponics projects through trialling at the Bluff State School.

Background:

- Approval was given, in 1979, for the sequential funding of hydroponics science projects to be trialled at Bluff State School.
- The project aimed to foster, in children and parents, an interest in and knowledge of a variety of horticultural pursuits which would succeed in the difficult climatic conditions of the region.
- Voluntary efforts by teaching staff, parents and children in construction of the unit considerably reduced initial costs.
- Other schools in the region have expressed interest in the project and a second program has been initiated at Alsace State School.

Operations:

- The unit consists of a dual system of troughs with cycled nutrient solution feeding a wide variety of vegetable plants. It is housed in a shade-cloth greenhouse and requires periodic renewal of nutrients but otherwise minimal maintenance.
- An August 1980 first crop sale of vegetables provided additional funds for running costs.
- Efforts are made to incorporate conventional horticultural methods in the project – by way of comparative growth studies, and to integrate the subject areas of mathematics, social studies and language/arts with the science project.

Evaluation:

- The comments below relate to informal feedback through the PCAP Central Committee and the Principal's report.

Comments:

- Reports on the project tabled at Central Committee meetings assess the nature of the initiative as successful in terms of crops produced and experiences shared by children, staff and parents.
- Interest shown by other schools reflects the successful nature of the project.
- The Principal has proposed the production, by the end of the 1980 school year, of a handbook of information and procedures concerning hydroponic school farming, and distribution of this material would prove of value to others interested in establishing hydroponic units.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 27 Revised July 1983

Project Title:	Video Recording/Library Service
Location:	Central Priority Country Area
Contact:	Central Region Co-ordinator, Priority Country Area Program, PO Box 524, Rockhampton, Q 4700. Tel.: (079) 27 2889
Budget:	$3000 – Total
Type of Project:	Provision of funds for a school-based Video Recording/Library Service.
Personnel:	None directly employed

DESCRIPTION

Purpose:

- To make video tapes of educational programs available to remote schools.

Background:

- In 1979, PCAP made funds available for the establishment of a Video Copying Service based at Springsure State School, to supply isolated schools in the Central Priority Country Area with pre-taped ABC school broadcasts.
- The service was initiated to augment existing hours of viewing from 2½ hours (minimum) to 11¼ hours (maximum) per week in primary and secondary schools in the area with limited television reception.
- All such schools had previously been supplied with JVC video monitors in conjunction with another PCAP initiative (see Project Profile Number 3 – Country Video Scheme/Roctapus), and the budget figure refers to the provision of a colour video recorder and a television monitor at the Springsure base.
- Only limited use is currently made of this service as television reception has improved in many areas and programs are available from more formal sources.

Operations:

- Schools eligible to use the service supply a blank tape and details of the program to be recorded to the base one week before the broadcast.
- Under copyright laws only ABC School Broadcasts can be taped and some of these are already supplied by Production Services Branch through the Remote Schools Videotape Scheme.
- Teachers select programs relevant to curriculum needs or perceived to be of 'high interest' educational value, and these are recorded and lent to the school on a short term basis. The tapes are then available for use in other schools or are retaped.

Evaluation:

- No formal evaluation of the Video Recording and Library Service has been conducted and comments below relate to informal feedback from participating schools and Central Committee Reports.

Comments:

- Reports tabled at Central Committee meetings suggest that the Service is operating successfully and that participating schools are pleased with the high quality of the tapes available.
- Interested parents have commended the scheme as complementing 'Roctapus' in providing additional cultural enrichment for children in isolated areas.
- Purchase and handling costs of the video tapes are met by participating schools. Thus further PCAP funding is not required to maintain this service.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 28 Revised – July 1983

PROJECT COMPLETED 1980

Project Title:	Resource Kits
Location:	South-West and Central Priority Country Areas
Contact:	PCAP Regional Co-ordinators – South-West: PO Box 47, Charleville, Q 4470 – Central: PO Box 524, Rockhampton, Q 4700
Budget:	$37 000 – Total to date
Type of Project:	Provision of Resource Kits for school and community use.
Personnel:	None directly employed – see below

DESCRIPTION

Purpose:

- To enhance the cultural and recreational experiences of country children by making appropriate equipment available in self-contained kits.

Background:

- PCAP Recreation and Drama Resource personnel (see Project Profiles Numbers 10 and 12) have expressed the need for comprehensive 'do-it-yourself' resource kits to meet the needs of schools in Priority Country Areas.
- In 1978 PCAP allocated $25 000 for the design and purchase of five Recreation Kits for Roma, Cunnamulla, Charleville, Rockhampton, and St George, to be used under the direction of Local Advisory Committees and PCAP resource personnel.
- The PCAP Recreation Officer designed the Recreation Kits to complement existing cultural and recreational activities and to stimulate further school and community involvement in such projects.
- An amount of $3000 was allocated for the purchase of two Drama Kits devised by the PCAP Drama Advisor.
- Debating tapes were developed, at a cost of $2500, as a joint project by PCAP, Production Services and the Queensland Debating Union to meet the needs of secondary age students in remote areas.
- Funding was also approved for individual submissions from other centres for similar resource materials.

Operations:

- The Recreation Kits have physical education, art/craft and camping components. Types of kit equipment are listed below:
  (a) physical education – sporting equipment, balls, racquets, nets, fishing equipment, exercise bikes, gymnastic mats, etc.
  (b) art/craft – materials for batik, macrame, copper enamelling, leatherwork, pottery, spinning, weaving, basketry and print making.
  (c) camping – tents, sleeping bags, Primus cookers, lights, cooking utensils, folding furniture, etc. These kits provide a complete basic range of camping gear.
- The physical education kit has been designed to supplement, not duplicate, equipment available in schools, and to serve approximately 40 children.

- Materials in the art/craft kit have been kept as simple and as versatile as possible to cater for varied activities.
- Two drama kits consisting of simple props and costumes, multiple copies of scripts for different levels, teacher reference handbooks, rostra blocks and lighting equipment are available for use by school and local groups for dramatic activities and small scale productions.
- Video-tape copies of an instructional teams debate are available for use in country seminars and for inclusion in secondary school libraries for teacher and student use. The tapes include sections on planning strategies for and analysis of the actual recorded debate and are supplemented by printed follow-up material issued by the State Education Department.
- Schools and local groups throughout the South-West Region apply through their Local Advisory Committees and PCAP contacts to use the Resource Kits on a short term loan basis.
- Kit material is also used by PCAP itinerant staff for activity days, mini-schools and summer schools (see Project Profiles, Numbers 1 and 21).
- In response to local needs in the Central Area, a different pattern of Resource Kit use is emerging with recreational equipment being of particular value for PCAP summer schools. The camping equipment is currently being incorporated into two Camping Kits complete with trailers, with additional funds made available for this purpose.

Evaluation:

- Evaluative comments concerning the value of the Resource Kits have been made by Local Advisory Committees, school staff members and PCAP personnel.

Comments:

- The Recreation Kits have been used extensively throughout the South-West Region by the PCAP Recreation Officer, and in conjunction with regional music camps (see Project Profile Number 8).
- They have provided a valuable resource for schools and community groups interested in following up or extending the activities of the Recreation Officer.
- The Drama Kits have fostered continued interest in drama activities in the region by providing 'starting point' ideas and materials to encourage creative experiences.
- The debating tapes are a valuable component of the Queensland Debating Union's educational service to rural areas.
- Some concern has been expressed regarding maintenance of the Kit equipment and its full utilisation in the absence of resource personnel.
- Components of the Central area based Recreation Kit have been effectively used in conjunction with PCAP summer schools and the development of the camping trailers will facilitate more extensive use of the camping equipment in the area.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 29

Revised – July 1983

Project Title:	Flying Resource Team Project
Location:	Central Priority Country Area
Contact:	Regional Co-ordinator, PCAP PO Box 524 Rockhampton, Q 4700 Tel: (079) 27 2889, 27 8922
Budget:	1982/83, $16 000
Type of Project:	Funding of air travel for remedial teaching and resource personnel.
Personnel:	Organized by Central PCAP Co-ordinator

DESCRIPTION

Purpose:

- To enhance the effectiveness of existing remedial and resource services through the funding of air travel of resource people to remote isolated schools.

Background:

- Regional guidance personnel currently based in Rockhampton in the Central Priority Country Area offer remediation programs to children attending schools in Central Queensland.
- Limitations are imposed on the continuity and frequency of visits to the more remote schools by the constraints of road travel.
- In recognition of this need and in response to a submission from the Central Regional Committee, PCAP approved funds in late 1980 to cover air travel expenses of remedial teachers to isolated schools.
- An amount of $3600 was allocated in the 1980/81 PCAP regional budget for hiring of a twin-engined aircraft to carry four teachers on regular return trip itineraries from respective bases to four isolated schools.
- In 1982, the number of schools to be serviced was increased with twelve schools involved by the end of 1982. Schools were left in "twilight zones" to see how they coped with longer periods of time between visits.
- In 1983, the role changed to include all types of resource agencies being invited to participate in the scheme to promote support to the total child. Such agencies included have been Special Education (State & Catholic); Community Health; Endeavour Foundation; Spastic Welfare League; Intellectually Handicapped Services; Children's Services; Aboriginal & Islander Associations; Family Court; Juvenile Aid Bureau; Rehabilitation Services.
- The project aims to maximise the effective use of time, resources and guidance and resource personnel and to increase teacher/pupil contact time by reducing travel time.

Operations:

- In 1983, 10 flights were planned and schools on the program were serviced at three-or four-monthly intervals by Guidance personnel along with other resource agencies, i.e. Children's Services; Multiple and Intellectually Handicapped, visiting children and families at the school or, in some cases, a town *en route* is chosen to drop off resource staff.
- The resource teachers and personnel are flown from their bases to their respective schools in the morning and collected for the return trip in the afternoon. Trips are organised on a monthly basis.
- The service aims to facilitate the application of new and existing remedial programs in the schools and to provide enrichment activities for children with above average abilities. Resource people support the total community.
- It will also provide more effective support services to teachers in these remote schools.

Evaluation:

- Teachers and resource people on the flights are requested to forward a report on the day's activities. Teachers at the school are requested to do the same. These have been collected on a regular basis and show strong support for the project.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 30 **Revised – July 1983**

PROJECT COMPLETED 1980

Project Title:	Manual Arts by Correspondence
Location:	Brisbane
Contact:	The Supervisor, Secondary Correspondence School, 405 Montague Road, West End, Q 4101. Tel.: (07) 44 7040
Budget:	$9800 – Total
Type of Project:	Provision of funds for the design of correspondence manual arts materials.
Personnel:	One full-time teacher aide

DESCRIPTION

Purpose:

- To assist the development of a manual arts course for secondary correspondence students by funding the initial design and production of materials.

Background:

- In response to requests from correspondence families for manual arts instruction in rural areas, the Secondary Correspondence School (SCS) proposed a course in manual arts for students undertaking secondary correspondence education.
- In September 1979 PCAP approved funding to assist the development of multi-media instructional materials for correspondence students in PCAP areas.
- Although the funding was made available primarily to facilitate the design of materials for these students, full-scale production of the materials by the SCS will, in due course, benefit students throughout the State.
- On the basis of survey results obtained from over 100 parents, subjects with interest and applied value for students were selected for the course.
- An SCS staff member, previously associated with the production of pre-workshop papers for the PCAP Mobile Arts Unit (see Project Profile Number 2), completed copy for the first three 'mini-courses' between January and August 1980.

Operations:

- The course involved a series of 'mini-courses' consisting of illustrated booklets, slide transparencies, and cassette tapes. A precedent had been set for this type of instruction by similar programs designed by the Department of Secondary Education to cater for local needs.
- Course materials were produced (in consultation with experienced manual arts personnel) and dispatched by the SCS.
- Subject areas covered had a strong practical bias, based on the availability to students of facilities and equipment. Topics covered in the 'mini-courses' for 1981 were 'Firearm Safety', 'Arc Welding' and 'Oxy-Acetylene Welding'.

Evaluation:

- Comments below refer to informal feedback from SCS and PCAP personnel.

Comments:

- Production of materials for the course progressed at a favourable rate through the combined efforts of SCS staff and the PCAP funded teacher aide.
- Costs were considerably contained by the school-based production of materials.
- PCAP support, originally made available in 1979/80 for the establishment of the project, was extended a further 6 months to December 1980.
- Ongoing aspects of the project, to be funded by the Department of Education include development of new courses and future upgrading of existing programs as student skills develop.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 31

Revised – July 1983

PROJECT COMPLETED 1981

Project Title:	Vocational Reference Centres
Location:	South-West and Central Priority Country Areas
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	$22 500 – Total
Type of Project:	Funding the establishment of Vocational Reference Centres in secondary schools and departments in PCAP areas.
Personnel:	None directly employed

DESCRIPTION

Purpose:

- To provide secondary pupils in the Priority Country Areas with ready access to careers materials to widen their choice of vocation.

Background:

- In December 1977 PCAP funding was approved for the establishment of nine Vocational Reference Centres in the South-West region at an estimated cost of $14 000.
- The Centres were designed to incorporate Vocational Guidance Kits of careers materials that were pupil and/or teacher directed.
- Eight of the kits were established in the secondary schools and departments of the area with one kit retained by the Regional Co-ordinator to service parents, community organisations and small schools on a short-term loan basis.
- Following the original piloting of the project in the South-West, additional PCAP funds ($9500) were made available to extend the project to six secondary schools/departments in the Central area.
- The budget refers to the cost of 15 kits of career information materials and equipment.
- The pilot scheme was organised by the South-West PCAP Regional Co-ordinator in consultation with local principals and by personnel of the Department of Education Guidance Branch.

Operations:

- The career reference kits include career development programs for individuals and groups, college and university handbooks, video and audio cassettes, filmstrips, display boards and storage facilities.
- Information materials are primarily geared for secondary age students of varying ability with an emphasis on visual and high interest content. The kits also include discussion materials suitable for use with primary pupils.
- Audio-visual equipment required had previously been provided under the PCAP Country Video Scheme (see Project Profile Number 3).
- The kits were designed to supplement career materials supplied to schools by Commonwealth agencies and the Departmental Guidance Branch.

- A Career Reference Catalogue (see Project Profile Number 14) developed in conjunction with the Vocational Reference materials, facilitates the location of career information at the Centres.
- Career programs are implemented at school level by teachers, with assistance available from regional guidance personnel.
- Teachers attended seminars conducted in both regions by the Guidance and Special Education Information offices and careers information advisory teachers.
- Correspondence pupils are notified of the availability of the materials by the Secondary Correspondence School.

Evaluation:

- No formal evaluation of the project has been conducted and comments below refer to informal feedback from guidance and school personnel.

Comments:

- The scheme has been received enthusiastically by staff and pupils in the two regions.
- An emphasis on visual and high interest material has been assessed as a major factor contributing to the success of the kits for students of varying reading age and interest levels.
- Some concern has been expressed by guidance personnel about the continuity of school-based programs in view of staff turnover and a limited guidance advisory service.
- Some indications reflect a need for personnel backup to maximise the effective use of materials by school staff and students.
- Updating of career reference 'mini-libraries' in secondary schools and departments in the areas operates as an ongoing service of the Department of Education's Guidance Branch.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 32

Revised – July 1983

PROJECT COMPLETED 1982

Project Title:	Itinerant Primary Remedial/Resource Service – joint program with Catholic Diocesan Education Office, Toowoomba
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	PCAP component 1981/82, $7500
Type of Project:	Developing a remedial/resource service to country schools.
Personnel:	One registered remedial/resource teacher.

DESCRIPTION

Purpose:

- To provide assistance to teachers in the prevention, detection, and remediation of learning difficulties in primary school children.
- To provide direct assistance to primary pupils with learning difficulties.
- To act as a resource person for the teachers and parents of children with learning difficulties.

Background:

- The service commenced on January 1980, with a staff of one experienced remedial/resource teacher, who holds Diplomas in primary teaching and in special education.
- The service is provided to a selected group of State and non-State schools in the South-West Priority Country Area.
- The teacher's home base was at St Mary's School, Charleville, with an auxillary base at St Patrick's, Mitchell.
- The cost of the teacher's stipend was shared equally between the Priority Country Area Program (PCAP) and the Catholic Education Office, Toowoomba Diocese.
- PCAP also met the running costs of the teacher's vehicle, an air-conditioned sedan supplied by the Catholic Education Office.
- The service used the educational equipment and materials originally supplied to the former PCAP remedial/resource service described in Project Profile Number 9. The cost of maintaining and supplementing these materials has been met from PCAP funds.
- Other expenses of the service were met by the Catholic Education Office.
- The budget figure shown above does not include the costs met by the Catholic Education Office.

Operations:

- Schools receiving the service included St Mary's (Charleville), Augathella State, Morven State, Mungallala State, and St Patrick's (Mitchell).
- The schools were visited on a three-week cycle, with two weeks working out of Charleville and one out of Mitchell.

- During 1980 and 1981, the service was assisting some 70 to 80 pupils.
- Although, in theory, one day in each cycle was set aside for planning, in practice, virtually all travel and preparation take place outside normal school hours to allow maximum contact time.
- The service directly helped pupils through individual withdrawal, group work, modifying teacher programs, and survival programs for older pupils at week-end camps designed to develop social skills and self-reliance.
- For teachers, the service provided a specialist resource person, assistance in developing their own diagnostic and remedial skills, and advice on the use of programs and materials supplied by the Isolated Children's Special Education Unit (Project Profile Number 5).
- Parents receive help in understanding and coping with their children's problems, assistance in the interpretation of medical and guidance reports. Training programs are provided for any parents who wish to help their children succeed at school.
- The service also assisted in the training of parents prepared to act as voluntary teacher aides in the schools.

Evaluation:

- No formal evaluation of the service has been undertaken. The following comments are thus based on informal feedback from various sources and on the teacher's self-evaluation on her service.

Comment:

- The service appeared to be highly valued by the participating schools.
- On the basis of her self-evaluation, the teacher changed her emphasis from that of direct assistance to pupils, to that of indirect assistances through the child's teacher. She judged that her limited contact time rendered the former approach less effective.
- The teacher considered that her time could be more productively spent if teacher aide assistance to the extent of 15 hours a week was available to her.
- At the existing level of remedial provision in State and non-State schools in the South-West PCAP region, the teacher judged that a team of three remedial/resource teachers would be required to meet current needs adequately.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 33 Revised – July 1983

PROJECT COMPLETED 1982

Project Title:	Charleville Microcomputers
Location:	South-West Priority Country Area
Contact:	Regional Co-Ordinator, South-West PCAP, PO Box 47, Charleville, Q 4470. Tel.: (074) 541 827.
Budget:	1981/82, $3112
Type of Project:	Using microcomputers to assist learning in schools.
Personnel:	None directly employed.

DESCRIPTION

Purpose:

- For use in the senior mathematics curriculum unit in computing.
- To make possible the integration of computing with school courses in mathematics and in other subjects.
- As a general teaching aid for secondary and primary classes.
- As an aid to assist with remedial work.

Background:

- A need was felt for 'hands-on' experience of computers for isolated students.
- It was also understood that the computer was a valuable teaching aid.
- Four OHIO CIP were purchased (with 8K RAM), including tape recorders and monitors, and are located at Charleville State High School.
- It was envisaged that through visiting or borrowing, the surrounding primary schools would make use of the computers which are based at the high school.
- It was decided to apply for a number of small microcomputers rather than one larger system. This enables more students to interact with the computers.
- Staff training could occur with after school courses in BASIC.

Operations:

- The computers are in daily use by senior mathematics students at the school and a computer club has been formed.
- Students use the computers before and after school and at lunch-time.
- A few minor hardware problems have occurred but nothing serious.
- So far, surrounding primary schools have not been involved, although the opportunity is available to them.
- A library of programs (on tape) is being built up.
- Tapes are also being sent from Brisbane State High School, which uses compatible programs on a well-established system.

- A 'computer awareness' course which will probably be integrated with the mathematics courses in Years 8, 9 and 10 is being planned for second semester.

Evaluation:

- No formal evaluation has yet occurred although the test performance of senior mathematics students should provide some guide. The following comments are based on the impressions of staff at Charleville State High School.

Comments:

- Now that the system is in operation, more teacher involvement in line with original aims may be desirable.
- Local primary schools may need encouragement to make use of the computer facilities.
- Students doing computer mathematics appreciate the opportunity for instant feedback.
- Some students have become very good programmers, designing video games and other complex programs.
- Greater use could be made of the computers as a classroom teaching aid, e.g. for simulations in biology.
- Experience with learning programs for general mathematics students (e.g. tables drill) indicates that the computer could be used as a motivator for low achievers in many subjects.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 34 July 1983

Project Title:	PCAP Video Service *The Club*
Location:	South-West, Central, North-West and Northern Priority Country Areas
Contact:	Supervisor, Production Services Branch 471 South Pine Road Everton Park, Q 4053. Tel.: (07) 354 2400
Budget:	1982/83, $56 876 (excluding teacher's salary)
Type of Project:	A series of video programs designed to keep teachers based in schools in PCAP areas in touch with educational developments and resources.
Personnel:	One registered teacher, one director/cameraman, one producer's assistant (full-time shared with other PCAP video services), one editor, one sound recordist, journalists and studio program presenter (part-time).

DESCRIPTION

Rationale: Many problems faced by relatively inexperienced teachers in remote areas are compounded by professional isolation and the need for resources for multi-grade teaching in small schools with limited resources.

Aims: The foremost aim is to compensate for this professional isolation by providing information on curriculum innovation and development, classroom practices and resources. The series also deals with the social dimensions of life in PCAP areas; examining community lifestyles; services; and the personal adjustments demanded by teaching in country schools.

- To provide teachers with video material containing segments of interest in professional development.
- To keep teachers informed, to share ideas and to let them see and hear colleagues working in a similar setting coping with problems.
- To keep the topics for the isolated teacher as relevant and practical as possible.

Operations:

- Schools in PCAP areas are equipped with U-matic video recorders and monitors for replaying the cassettes supplied. A maintenance service, separately funded by PCAP, keeps this and other audio-visual equipment in schools in working order.

- *The Club* series is supplied to more than 100 schools in PCAP areas.
- The first four pilot programs of the series were despatched to schools in Semester 2, 1982.
- Each program, of about 30 to 45 minutes' duration, comprises three 10 to 15-minute segments linked by a studio presenter.
- The series is designed for primary and secondary teachers.
- Topics in *The Club* are based on suggestions put forward by teachers who return program evaluation sheets. Emphasis is placed on the needs of the audience.
- Four programs are distributed per semester. Cassettes may be retained until the end of the year, to allow flexibility of use.
- Programs may be viewed individually, with a group of teachers, used to motivate discussions at staff meetings, or for seminar resource material.
- Past programs may be borrowed from the Queensland Department of Education Film Library.

Evaluation: The pilot programs were intended to:

(i) explore the availability of appropriate content
(ii) examine suitable production systems
(iii) seek audience reaction to help develop an effective format and style of presentation, and to indicate topics of greatest appeal and relevance.

Each program was accompanied by an evaluation sheet designed to obtain background information about: the users; locations and times of viewing; suitability of topics covered; the relevance of contents; choice of subjects; length of segments; depth of treatment of material presented; and the program as an aid in generating ideas for teaching.

Comments were also sought about each topic and the audience was invited to suggest program content. The results of the initial evaluation were encouraging and the opinions expressed will help to shape future programs. A continuing flow of feedback is being sought by the inclusion of evaluation sheets with each new program.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 35 July 1983

Project Title:	*Scientrific* – PCAP Science Series
Location:	South-West, Central, North-West and Northern Priority Country Areas
Contact:	Principal Education Officer Production and Publishing Services Branch 471 South Pine Road Everton Park, Q 4053 Tel: (07) 354 2400
Budget:	1983/84, $60 000. This figure represents PCAP's contribution to funding and covers payment for materials, resources and freelance personnel. All other staff are employed by the Department of Education.
Type of Project:	Production of video resources to assist country schools with the new science syllabus
Personnel:	Two Education Officers, one Assistant Production Officer, one Production Assistant, various in-house personnel and additional part-time freelance personnel

DESCRIPTION

Purpose:

- *Scientrific* caters for the three levels of primary schools: lower, middle and upper. The series has been designed to motivate children to explore science using process skills, and as a model for teachers to use the "hands on" approach in the teaching of science.

Background:

- The development of the 15 program science series on video cassette is well advanced. Each program is filmed in an existing science fiction setting aboard an unmanned space probe which landed on earth with technical problems.

Operations:

- The first five middle level programs will be released to schools at the end of Semester II, 1983. Production of five programs in each of the lower and upper levels will be completed during the 1983/84 financial year for release in Semester II, 1984.

  The first five middle level programs – *Siphons; Bricks; Wind and Direction; Camouflage;* and *Changing Shape of the Moon* – cover each of the five concept areas of science. In addition, the series aims to embody the five elements of the science syllabus: process skils; manipulative skills; positive attitudes; concepts; and 'hands on' activities.

  Each program contains three open-ended segments, which may be stopped by the teacher or student to allow further exploration.

  Science curriculum officers have provided extensive guidance during the series by providing program treatments, content advice and teacher's guides for programs. The guides outline: related Primary Science Sourcebook activities, 'before' and 'after' program activities, and provided background information for teachers.

Programs will be packaged and despatched to PCAP primary schools on video cassettes to serve as on-shelf resources.

Evaluation:

- Trialling of a program is planned for late Semester II, 1983. More in-depth evaluation of the series is planned for the future.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 36 **July 1983**

Project Title:	Itinerant Primary Remedial Resource Teacher Service
Location:	Central Priority Country Area
Contact:	Regional Co-ordinator, PCAP, PO Box 524, Rockhampton, Q 4700. Tel: (079) 27 2889, 27 8922.
Budget:	1982/83, $63 000
Type of Project:	Piloting a resource teacher service for country schools.
Personnel:	Two registered primary teachers

DESCRIPTION

Purpose:

- To provide an itinerant remedial/resource service to assist students and teachers in primary and secondary departments of schools in the Central Priority Country area.

Background:

- This service was commenced at the beginning of the 1983 school year with the services of one teacher. A second teacher was incorporated several months later.
- The teachers concerned are trained teachers with qualifications and experience suitable.
- The teachers operate out of Clermont and at the present time a vehicle is supplied by PCAP.

Operations:

- The itinerant resource teachers provide a service to 25 primary schools in the Central Highlands and Banana Shire, plus assistance to Year 8 students in Secondary Tops at Alpha, Clermont, Theodore, Baralaba, Springsure. The schools are visited on a five weekly circuit.
- The assistance with Year 8 students was to provide assistance with the transition from Year 7 to Year 8. Also, the Secondary Resource Teaching Service went into recess at the end of 1982.
- The primary teachers commenced field operations in 1983. The process of identifying, in the most accurate manner, the students "at risk" and staff discussions took the full first semester of 1983.
- The operation was carried out in close liaison with the Regional Guidance Office and the Catholic Education Remedial Resource Department. The liaison continues with regular feedback and consultation on a written and oral level with the above agencies.
- As a result, the teachers identified 528 students out-of approximately 2400 students in schools. The following is a breakdown of children who need assistance.

Upper Primary: Years 5, 6 and 7	Language	145
	Numeracy	140
	Total	285
Lower Primary: Years 3 and 4	Language	117
Secondary Departments: Year 8	Language	61
	Numeracy	65
	Total	126

- Resource teachers have been involved in in-service seminars for teachers for the development and use of PCAP. Remedial Resource Libraries and regular visits to Guidance Offices and Catholic Education Offices take place.
- The teachers are based at a PCAP Resource Centre at St Joseph's School, Clermont, where a wide range of resources are kept. A photocopier has recently been installed to assist with the production of resources. Teachers being assisted are encouraged to provide teacher designed classroom programs to assist other teachers, as resource material.

Evaluation:

- Current reports from PCAP staff are fowarded on a regular basis. No formal evaluation has yet been undertaken.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 37 July 1983

Project Title:	Cultural Activities Extension Program
Location:	North-West Priority Country Area
Contact:	Regional Co-ordinator, PCAP, PO Box 492, Longreach, Q 4730. Tel: (074) 58 1830
Budget:	1982/83, $45 000
Type of Project:	Trained staff with equipment and materials are provided to enrich, culturally, the education of Primary Correspondence children and those in small schools.
Personnel:	One music teacher, one art teacher

DESCRIPTION

Purpose:

- To enhance the educationl services already offered to Primary Correspondence children and those in small schools by offering cultural experiences.

Background :

- No music or art personnel were available to children in the isolated areas of the North-West Region in 1981.
- In recognition of this need, a submission was put to the Regional Committee by concerned parents in the Mt Isa/Cloncurry area in August 1981.
- In March 1982, the submission was approved for State Funding and the positions were advertised. However it was not until January 1983 that the program was implemented.

Operations:

- An Art Teacher was appointed to operate in the Mount Isa Area visiting small schools, and a Music Teacher based in Cloncurry to operate in the Cloncurry/Hughenden area.
- These teachers were made available to PCS students through their attendance at mini-schools also run by Itinerant Teachers in the Mount Isa/Cloncurry area.
- A car purchased for the program has been based in Cloncurry.

Evaluation:

- It is proposed that these programs will develop according to need in the areas serviced as a result of the monitoring of project effectiveness.

PROJECT PROFILE

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

Number 38 July 1983

Project Title:	Flying Remedial Resource Service
Location:	North-West Priority Country Area Program
Contact:	Regional Co-ordinator, PCAP, PO Box 492, Longreach, Q 4730. Tel: (074) 58 1830
Budget:	1982/83, $ 10 200
Type of Project:	Funding air travel for resource personnel to remote schools
Personnel:	None directly employed

DESCRIPTION

Purpose:

- To augment existing remedial and specialist resource services to particularly remote schools through the funding of the air travel of resource personnel.

Background:

- Resource personnel from various fields currently based in the larger centres of Longreach and Mount Isa offer special support to teachers in remote schools. This overcomes some of the limitations distance and weather conditions impose on the frequency of visits to remote schools.
- In response to a submission to the North-West Regional Committee made by P & C associations in Bedourie and Burketown, funds were made available in late 1981 to cover air travel expenses to Birdsville, Bedourie and Burketown.
- The project aims to maximise the effective use of time and available resources and to increase specialist/pupil contact time by reducing travel time.

Operations:

- Six trips to each centre were funded by the Regional Committee in late 1981 and early 1982 at the cost of $5880.
- In May 1982, this program was taken over as a State Funded Project at the cost of $10 200 annually.
- Longreach-based specialists are made available to visit Birdsville and Bedourie State Schools. This trip is operated between four and six times annually, according to need.
- The Mount Isa based service has developed with the extension of regional boundaries to include Doomadgee, Croydon, Normanton, Karumba and Mornington Island in addition to Burketown.
- The more flexible approach provided by the flying Remedial Resource Service allows for visits of longer duration. The smaller schools of Burketown, Karumba and Croydon are serviced by two or three day flights from Mount Isa. Longer visits are designed for the larger schools of Doomadgee, Mornington Island and Normanton by involving the co-ordination of a support vehicle. Flights to Mornington Island from Karumba are arranged on regular commercial flights.

Evaluation:

- This program is continually being modified to meet the requirements of individual school situations.
- No formal evaluation study has been completed, but considerable positive feedback is continually received from parents, community groups and the personnel involved.